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P. O. –Miapur, Ghorsala,
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From the Desk of Editor-in-Chief

The undersigned takes pleasure in bringing out the sixth issue of 'JOURNAL OF EDUCATION AND DEVELOPMENT'. This issue contains articles on various aspects of different subjects of the changing world. To keep the length of the issue within reasonable bounds, it has been necessary to be very selective in the incorporation of articles. Some of the articles still remain in the queue to get appropriate place in the next issue of the journal. The editor acknowledges his debit and gratitude to all members of the editorial board and to all contributors.

Suggestions for further improving the journal are earnestly solicited and will be cordially received.

Kalyani, West Bengal
31st December, 2019

Editor-in-Chief
JOURNAL OF EDUCATION AND DEVELOPMENT

JOURNAL OF EDUCATION AND DEVELOPMENT C O N T E N T S

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A Study of Academic Achievement of B.Ed. Teacher Trainees with Gender and Locality

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ABSTRACT

Modern teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not telling and testing. Academic achievement has been playing an important role since formal education decides the level of learning of different students in different subjects of all classes. The main objective of the present study is to study the influence of gender and locality on the academic achievement of B.Ed. Teacher trainees. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges. A sample of 300 B.Ed. Teacher trainees representing all categories of B.Ed. colleges in Chittoor District of the state of Andhra Pradesh by following the standardized procedures. 't' test was employed for analysis of the data. There is significant influence of gender and locality at 0.01 level of significance on the academic achievement of B.Ed. Teacher trainees. Female and Urban B.Ed. Teacher trainees are better performance than the Male and Rural B.Ed. Teacher trainees. Government has to provide good amenities for Male and Rural B.Ed. Teacher trainees.

KEYWORDS: Academic Achievement, Gender, Locality and B.Ed. Teacher Trainees.

INTRODUCTION

Academic achievement can be defined as total marks or score obtained by a student in a particular subject. Academic achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the academic achievement. It has been observed that in subjects like Mathematics, Science and English, the academic achievement is considerably low; when compared to the other subjects, in the case of majority of students at secondary level, due to various factors.

The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic

achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that academic achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.

REVIEW OF LITERATURE

Srinivasan and Arivudayappam (2004), Krishna Reddy, D (2008), Naveen, P (2010), Padmini (2010), Siddi Raju (2010), Sujatha (2011), Sekhar, K (2012), Ravi, S (2014) and Shaik Khadar Valli (2015) reported that gender of individuals do have significant difference on academic achievement. However, **Manjuvani and Mohan (2002), Anice James and Marice (2004), Laxmidhar Behera and Sushant Kumar Roul (2004), Shahpur Nagappa and Panchalingappa (2004), Sudharsan, V and Lakshmi Shanmugam, P. N (2018) and Magalingam, A (2019)** reported that gender of individuals do not have significant difference on academic achievement.

Gakhar and Aseema (2004), Mehera (2004), Dwivedi R.D (2005), Krishna Reddy, D (2008), Padmini (2010), Prabhu Swamy (2010), Siddi Raju (2010) and Sekhar, K (2012) reported that locality of individuals do have significant difference on academic achievement. **Anice James and Marice (2004), Panchalingappa (2004), Naveen, P (2010) and Manpreet Kaur, Ram Niwas and Rai, V.K (2015)** reported that locality of individuals do not have significant difference on academic achievement.

Scope of the Study: The main intention of the present study is to find the relation of academic achievement of B.Ed. Teacher trainees with gender and locality.

Objective of the Study: To study the impact of gender and locality on the academic achievement of B.Ed. Teacher trainees.

Hypotheses of the study

1. There would be no significant impact of 'gender' on the academic achievement of B.Ed. Teacher trainees.
2. There would be no significant impact of 'locality' on the academic achievement of B.Ed. Teacher trainees.

Tools for the Study

1. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges.
2. Personal data regarding the teacher trainee – 1. Name, 2. Gender, 3. Locality.

Data Collection

The sample for the investigation consisted of 300 B.Ed. teacher trainers in Chittoor District of the state of Andhra Pradesh. The stratified random sampling was applied. In the first stage management of the college i.e. Government and Private college, in second stage locality of the college i.e. Rural and Urban, and third stage gender of the teacher trainees i.e. Male and Female teacher trainees. In total 150 Male and 150 Female teacher trainees are included in this study. It is a 2X2X2 factorial design with 300 sample subjects. The investigator personally visited colleges with the permission of the principals of the colleges. The B.Ed. Teacher trainees who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned B.Ed. Teacher trainees of the colleges. The B.Ed. Teacher trainees were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The personal data sheet was administered. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' and 'F' (ANOVA) tests were employed to test hypotheses.

RESULTS AND DISCUSSION

1. Gender

The relationship of academic achievement of B.Ed. Teacher trainees with their gender is studied in the present investigation. On the basis of gender, the B.Ed. Teacher trainees are divided into two groups. The Male Teacher trainees form with the Group – I, Group – II forms with the Female teacher trainees. The

corresponding academic achievement of B.Ed. Teacher trainees of the two groups were analyzed accordingly. The mean values of academic achievement of B.Ed. Teacher trainees for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'gender' on the academic achievement of B.Ed. Teacher trainees.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

Table – 1: Influence of gender on the academic achievement of B.Ed. Teacher trainees

S. No.	Gender	N	Mean	S.D.	'F' – Test
1.	Male	150	372.86	36.71	4.982**
2.	Female	150	380.19	38.21	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 't' (4.982) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the gender has significant influence on the academic achievement of B.Ed. Teacher trainees.

2. Locality

The relationship of academic achievement of B.Ed. Teacher trainees with their locality is studied in the present investigation. On the basis of locality, the B.Ed. Teacher trainees are divided into two groups. The rural teacher trainees form with the Group – I and Group – II forms with the urban teacher trainees. The academic achievement of B.Ed. Teacher trainees of the two groups were analyzed accordingly. The academic achievement of B.Ed. Teacher trainees for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'locality' on the academic achievement of B.Ed. Teacher trainees.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2**.

Table – 2: Influence of locality on the academic achievement of B.Ed. Teacher trainees

S. No.	Locality	N	Mean	S.D.	‘t’ - Test
1.	Rural	150	369.54	36.98	5.223**
2.	Urban	150	379.84	37.94	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of ‘t’ (5.223) is greater than the critical value of ‘t’ (2.58) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the locality has significant influence on the academic achievement of B.Ed. Teacher trainees.

Findings: There is significant influence of gender and locality at 0.01 level of significance on the academic achievement of B.Ed. Teacher trainees.

Conclusions: In the light of the findings, the following conclusions are drawn. Gender and locality have significant influence on the academic achievement of B.Ed. Teacher trainees.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the teacher trainees with special reference to their academic achievement of B.Ed. Teacher trainees.

1. Gender is the highly influenced in academic achievement of B.Ed. Teacher trainees. Female teacher trainees have better performance than the Male teacher trainees. The administrators have to provide facilities for the Male teacher trainees.
2. Locality is highly influenced in academic achievement of B.Ed. Teacher trainees. Rural teacher trainees have better performance than the urban teacher trainees. The administrators have to provide facilities for the urban teacher trainees.

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Women Empowerment: A parameter for National Development

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ABSTRACT

Women empowerment is being regarded as a global issue and is very important aspect for the development of a nation. It is the process of enabling and developing ability in women so that they can take their decision freely, and to control their lives, reducing discrimination and exploitation towards them. Empowerment uplift women in economic, social, political and educational spheres where they are able to play an equal role with men in the society. Women constitute near about half of the population in the world. Yet they have been suffered from fewer rights and poor social status compared to men for centuries. This inequalities and exploitation of women yields the need for empowerment of women. In spite of so many efforts taken by Indian Government through different schemes, different constitutional guarantees and amendments, but the equal status of women in India has not been achieved after 71 years of independence. Therefore, necessary education should be arranged for women for the development of the country proper education. Swami Vivekananda said that there is no chance for welfare of the world or nation unless the condition of women is empowered. Thus, in the present paper author has emphasised the need of education for women empowerment and development of the nation.

Key words: Empowerment, Women Empowerment, National Development.

Introduction:

Women empowerment is a constitutional mandate rights, opportunities, responsibilities and power to women so that they are able to play a vital role in the society and determine her own conditions and control her own life efficiently. It is a process to give power or authority to women and as a result they can take decision independently in every field of life such as economic, social, political, culture, education, employment etc. Empowerment is considered as an effective strategy to solidify the wellbeing of individuals, families and society's, government and non - government sectors. It is a process which takes place with specific intent so that by enabling it to have further control/ command over society's and national resources.

Education of women is the most powerful tool to change the position of women in the society and it help to uplift the nation to a powerful position. In India women education plays a vital role in the all-round development and prosperity of the country. Education is the only way to enable women empowerment because it helps them to respond to the different challenges, to confront their traditional role and change their lifestyle and their views. Therefore, we can't neglect the importance of education in connection with women empowerment. Empowering women has many positive sides. It not only helps in the development of women individually, but also in improving the quality of life style at home and outside. Educated women can provide better guidance to all their children and their neighbour. Not only that, educated women can also help in the reduction of infant mortality rate. According to 2001 census, male literacy rate in India is more than 75% where as female literacy rate is near about 54.16%. By the help of the women empowerment through proper education gender discrimination in India can be reduced.

Types of Women Empowerment:

According to Lennie (2002), the types of women empowerment can be classified into four categories. These are as follows.

- 1) Community Empowerment: It is concerned with access to new and useful knowledge and awareness, develop new types of skills, different types of abilities, gain confidence and competence, making friends and give support to other women-participation in different types of activities and association with other women.
- 2) Organizational Empowerment: It is concerned with new knowledge and awareness about new benefit of using different technology for rural and urban development through rural and urban tourism development or development of agriculture cooperatives through modern technology.
- 3) Political Empowerment: It is concerned with influencing other government policies and decisions that affect on rural and urban communities, networking with different people in government and industry and other women to discuss issues regarding affecting rural women and rural communities.
- 4) Psychological Empowerment: It is concerned with self-confidence and self-esteem, inspiration, motivation, enthusiasm and keen to develop new skills and knowledge for better services for rural people, feeling of belonging and well-being and happiness related to participation in the groups.

Acts regarding Women Empowerment:

The government of India took numerous legislative measures after independence for the sake of women of India as a safeguard. Some of them are Hindu marriage act (1955), the dowry prohibition act (1961), the medical termination of pregnancy act (1971), the criminal law amendment act (1983), the family court act (1984), and so on. All the above act for women helps them immensely to equally entitle individual freedom, fundamental rights that include social, culture, education, religious, economic, political, employment etc. The government of India realized the necessity of equal social status of men and women for the better development of the nation and the country. Whatever may be the rights, opportunities and concession grant for the women, if there is no change in the people's attitude towards women and women's role in the society and have no respect towards women all the efforts are in vain and we cannot prosper in life and hence our nation can't move forward for improvement. According to UNO, year 1975 was observed as "International year of women" and 8th March is being observed as "International women's day". The year 1990 was observed as "SAARC year of the girl child". In 1990 the National Commission of women was set up by an act of Parliament to safeguard the right and legal entitlement of women. The 73rd and 74th amendments (1993) to the constitution of India have provided reservation for women in panchayats and municipalities and it help women for their participation and making decision of their own at the local level. The year 2001 was declared as the "year of women's empowerment" by the Government of India. All these declarations help for all-round development of women in India and as well as in the world.

Education & Women Empowerment:

Both men and women are equally responsible for the development of the nation. Swami Vivekananda said that birds cannot fly on one wing. Both men and women should have been get proper education for the development of the nation. He believed that educated woman begets genius. Our former Prime minister Pandit Jawaharlal Nehru said that if a man is educated an individual is educated and if a woman is educated, a family is educated. Education plays a vital role for the development of an individual and the nation also. Women constitute near about 50% of the population in the world. Manu said that where women are respected, there God delight and where they are not, there all work and effort goes in vain. Swami Vivekananda said that country and that nation which do not respect women have never become great nor will ever in future. He emphasis more on women empowerment as he believed that every woman are the symbols of Devi shakti-

without the power of Devi shakti no one can prosper in life. Ma Sarada Devi herself was uneducated but she emphasized on women's education and their empowerment. Swami Vivekananda once said with five hundred men the conquest of India might take fifty years but with as many women it may take not more than a few weeks. He noted that unless Indian women secure a respectable place in this country, the nation can never progress in future.

Progress comes only through proper education; therefore, it is very essential for every Indian woman to get and secure proper education. It is the process by which we can acquire knowledge about a subject or an incident from different circumstances. In India female illiteracy is more than male illiteracy. Female illiteracy retards the progress of the society and the nation. 35 percent of women are still illiterate according to 2011 census. It means that India is not utilizing the efficient workers, women's capacities and skills in a correct way. In spite of education system expanded very rapidly, the gap between male and female literacy rate still persist. Swami Vivekananda explained how women illiteracy retards the progress of a nation or society. He considered men and women as two wings of a bird, and it is impossible for a bird to fly on one wing. Similarly, it is not possible for a nation or country to prosper with illiterate women. The main purpose of women education is to make them strong, fearless and by which one can stand on one's own feet. According to Swami Vivekananda, there is no chance for welfare of the world or nation unless the condition of women is empowered. He thought it is not possible to get back India's lost pride and honour unless we try to improve the condition of women.

Education of women is the only way for the development of the nation as well as the improvement of women's condition in India. Men and women are equally competent not only in the academic matters, but also have equal companion in the home and family. But yet magnitude of illiteracy of women is high in India. So, it is very much essential to reduce illiteracy of women for the development of the society. Swami Vivekananda said that there is no hope of rise for that family or country, where there is no extinction of women, where they live in sadness/ poor condition. For that they have to be raised first. So, every woman in India should get proper scope of education by which character is formed, strength of mind is increased, the intellect is expanded and she can easily discriminate between good and bad, real and unreal and vice and virtue. Proper education can make them strong physically, mentally, intellectually, morally and spiritually. He said that women should be placed in a position to solve their own problems in their own way. Nobody can or ought to do this for them. Indian women are capable to do this. The

only thing is to empower women by means of proper education. Therefore, education for women is more important for the development of the nation than as compared to men, with the difference that they required to be trained differently in view of the difference in their mental and physical make-up and their social roles.

Barriers of Women Empowerment:

The main barriers of women empowerment in India are as follows:

- 1) Gender discrimination.
- 2) Female infanticide.
- 3) Child marriage.
- 4) Dowry system.
- 5) Lack of proper educational programme structure.
- 6) Financial problem.
- 7) Lack of health care and safety.
- 8) Atrocities on women.
- 9) Patriarchal order and the subordinate status of women.
- 10) Professional inequality, harassment in workplace.
- 11) Inequality about the burden of house work.
- 12) Less interested in education as compared to male.

Conclusion:

Education plays a vital role for individual development in modern time. We can achieve our goals through proper education. Education is the basic components for women empowerment because it helps to manifest the perfection that is present already within ourselves. Education helps in reducing inequalities between men and women. It helps to improve women's status in the family. Women education in India has been an important issue for both government and non- government sector as because educated women can play a vital role for the development of the nation. So, we should take proper care of women so that they should get proper scope of education and as a result nation would be developed. Therefore, it may be concluded that the empowerment of women is one of the vital parameters not only for the development of families but at the same time progress of the country.

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Importance of Descartes in Western Philosophy

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ABSTRACT

Descartes has been heralded as the first modern philosopher. He is the father of modern philosophy. He is famous for having made an important connection between geometry and algebra. He invented analytical geometry and introduced scepticism as an essential part of the scientific method. In psychology Descartes is most known for his concept of dualism. His theory of dualism suggests that there are two realms to existence. He is also known as Cartesius, worked as a philosopher and mathematician. While most notable for his ground breaking work in philosophy, he has achieved wide fame as the inventor of the Cartesian coordinate system, which influenced the development of modern calculus. Descartes, the originator of Cartesian doubt put all beliefs, ideas, thoughts, and matter in doubt. He is famous for the proposition, "Cogito ergo sum". And in English, we know this popular phrase is "I think therefore I am". He was the first major figure in the philosophical movement known as rationalism, a method of understanding the world based on the use of reason as the means of attain knowledge.

KEY WORDS: rationalism, Meditation, skeptic, Cartesian, dualism

INTRODUCTION

Rene Descartes is generally regarded as the father of modern philosophy. He stands as one of the most important figures in western intellectual history. His work in mathematics and his writings in science proved to be foundational for further development in these fields. Our understanding of scientific method can be traced back to the work of Francis Bacon and to Descartes Discourse of Method. His groundbreaking approach to philosophy in his Meditation on First Philosophy determine the course of subsequent philosophy. The very problems with which much of modern philosophy has been primarily concerned arise only as a consequence of Descartes thought. He invented coordinate geometry, applied algebra to geometry. He regarded bodies of man and animals as machines, but human soul is something very different from body. He is famous for having made an important connection between geometry and algebra, which allowed for the solving of geometrical problems by way of algebraic equations. Descartes introduced scepticisms an essential part of the scientific method. He is regarded as one of the greatest philosopher in history. Descartes philosophy must be understood in the context in his times. The Medieval world was in the process of disintegration. The

authoritarianism that had dominated the Medieval period was called into question by the rise of the protestant revolt and advances in the development of science. Martin Luther's emphasis that salvation was a matter of 'faith' and not 'works' undermined papal authority in asserting that each individual has a channel to God. The Copernican revolution undermined the authority of the Catholic Church in directly contradicting the established church doctrine of a geocentric universe. The rise of the sciences directly challenged the church and seemed to put science and religion in opposition. A mathematician and scientist as well as a devout catholic, Descartes was concerned primarily with establishing certain foundations for science and philosophy, and yet also with bridging the gap between the 'new science' and religion.

ROLE OF DESCARTES IN SHAPING MODERN WORLD VIEW:

Descartes' disbelief in authoritarianism; Descartes' belief that all individuals possess the "the natural light of reason." The belief that each individual has the capacity for the discovery of truth, undermined Roman Catholic authoritarianism. Although Descartes was a devout catholic, this belief gave support to the protestant affirmation of the supremacy of individual conscience. This belief was also instrumental in the development of democracy.

Descartes' belief that the world is essentially rational and comprehensible ; For the next two and a half centuries philosophers build systems of thought which they are confident are close to absolute truth. This belief also results in a pervasive optimism regarding the progress of science. The universe is thought to conform to scientific laws.

Descartes' analysis of personal experience as an approach to philosophy; The first person narrative that Descartes employs in his philosophical writings is indicative of a new approach of philosophy. After Descartes the analysis of one's own experience is a standard approach in philosophical writings.

Descartes' famous declaration "I think therefore I am" raises questions about the nature of personality and personal identity. What is the self the "I" that Descartes establishes as the foundation of knowledge.

Descartes' metaphysical dualism; the idea that the universe is composed of both mind and matter is so much a part of our intellectual heritage that those not trained in philosophy consider it common sense.

Descartes' quest for certainty determines the direction of much subsequent philosophy. Questions concerning epistemology and methodology take on an unprecedented importance.

BASIC CONCEPTS OF HIS PHILOSOPHY:

Descartes was a 17th century French mathematician and philosopher who is now considered the father of modern philosophy. As a mathematician, Descartes is responsible for the Cartesian coordinate system and as a philosopher he moved the concerns of the medieval philosophers, which were chiefly concentrated on theology, forward toward a philosophy that had interests that went outside the church. Descartes did not take the existence of God or the soul for granted. He instead developed a complex metaphysical system that forced every major philosopher until at least Kant to respond to it. Descartes is credited at beginning the school thought as called rationalism which asserted that there was important knowledge that could be gained without the sense through reason alone. His philosophy is a response to the scepticism that he saw becoming prominent after the scientific advancements of the enlightenment. Descartes begins his Meditation on First Philosophy by “doubting everything there was to doubt.” The purpose of this exercise was to strip away all knowledge that could possibly be held in doubt as genuine in order to arrive at something that could be determined to be known at absolute certainty. Descartes goal with the Meditation of First philosophy was to make an argument for the existence of God. Descartes came to the conclusion that the mind is completely separate from the body. In philosophy of mind, what constitutes the “mind- body problems” is that the experience of consciousness and the physical processes of the brain and body seem so at odds with each other.

MORALITY IN DESCARTES PHILOSOPHY:

If philosophy is the science, it also means the study of wisdom. It represents in the context of Cartesian perfect knowledge of all things that man can know. It should be noted that this ideal difficult to achieve and realize, inseparable from a challenging intellectual task, leaving the field open to what Descartes calls a provisional moral, easier to build than the legal final. It is a set of provisional rules of life, designed to organize life, pending the legal based on reason. A provisional moral means something immediately usable. This is moral inspiration Stoic: to change his desires rather than the world order, to try to overcome to fortune. If Descartes had not built its legal definition, we nevertheless given very important information for understanding the mechanisms of passion. This understanding can lead to full mastery of the passions. So what is a passion in Cartesian terminology? A phenomenon caused in the soul by the action of the body resulting from this action. Passion are for Descartes, all affective phenomenon: love, hate, ambition, desire, emotions,... Descartes also studied the psychology of the passion, representations relating to the movement of animal spirits, subtle elements

circulating throughout the body and having a function as intermediaries between the soul and body. Thus by its mechanism, but also by its psychophysiology passions, Descartes founded modernity: he is the hero of modern thinking.

WHY IS RENE DESCARTES CONSIDERED THE FATHER OF MODERN PHILOSOPHY?

Rene Descartes was an early 17th century mathematician, scientist, and philosopher. He is regarded as the father of modern philosophy because he refused to base his ideas on the conclusions of past authorities, his feelings and emotions or even the evidence of his senses. Instead, he used a process of methodological scepticism to eliminate doubt and create a solid foundation for genuine knowledge. Several rules guided his thinking. First of all, ideas had to be distinct and clear. Thoughts should be ordered from simple to more complex. If necessary problems can be divided into parts so that they can more easily be solved. Conclusions should thoroughly analyzed to detect any possible oversights. He turned the focus of philosophical investigation from the world of objects, the world around us, to the thinking subject. As a renowned mathematician, Descartes wanted to build philosophical knowledge of foundations of absolute certainty, the kind one finds in mathematical theorems and equations. That's why Descartes turned to the thinking self in his philosophical investigations. Using a novel thought experiment Descartes argued that, though it is possible to doubt the existence of the objective world around us, it is not possible to doubt our own existence. Even in the world of everyday objects in which we live was just a gigantic trick pulled on by some evil demon, there would still need to be some someone there to be tricked in the first place. Thus, so long as I am a thinking subject, I can be absolutely certain that I exist. Subsequent philosophers subjected Descartes' ideas to extensive criticism and revision. But to some extent, they all followed the lead to the great French thinker in starting with the thinking subject rather than the cosmos, as had been the case prior to Descartes.

COGITO ERGO SUM: THE NOBEL THOUGHT OF DESCARTES

The French philosopher Rene Descartes is famous for the proposition, "Je pense, donc je suis". In Latin it is translated as "Cogito ergo sum". And in English, we know this popular phrase as "I think therefore I am".... But, REBT expounds upon Descartes' statement even further. Descartes in his Discourse on method (1637) as a first step in demonstrating the attainability of certain knowledge. It is the only statement to survive the test of his methodical doubt. "I think therefore I am" was the end of the search Descartes conducted for a statement that could not be doubted. He found that he could not doubt that he himself existed, as he was the one

doing the doubting in the first place. Descartes believed that knowledge originates from within the mind, this he believed, is indisputable. In the Meditations he proves his existence using reason. ..He proves his existence, in that he thinks that some separate self-consciousness must exist in order for thinking process to take place. Descartes, the originator of Cartesian doubt, put all beliefs, ideas, thoughts, and matter in doubt. He showed that his grounds or reasoning, for any knowledge could just as well be false. Sensory experience, the primary mode of knowledge, is often erroneous and therefore must be doubted. A philosophical proof of existence based on the fact that someone capable of any form of thought necessarily exists.

IDEAS AND THE FORMAL- OBJECTIVE REALITY DISTINCTION:

The formal reality of a thing is the kind of reality the thing possesses in virtue of its being an actual or an existent thing. Descartes took there to be three “levels” of formal reality: the level of infinite substance, the level of finite substance, and the level of mode. The level of formal reality of an infinite substance is greater than that of a finite substance, and the level of formal reality of a finite substance is greater than that of a mode. This is understood in terms of ontological dependence. A mode depends for its formal reality on the formal reality of a finite substance, and a finite substance depends for its formal reality of an infinite substance. An existent idea, in possessing the level of formal reality of a mode, is less “real” than a finite substance, which is in line with what was said in the previous section of this entry. Descartes will refer to an ideas objective reality. The objective reality of a thing is the kind of reality a thing possesses in virtue of its being a representation of something. Descartes says that ideas posses objective reality by their very nature. Equally importantly, idea’s are the only items in the ontology that posses both formal and objective reality. The challenge in the examination of the idea of God is to account for the origin of the ideas of level of objective reality. He determines that the formal reality possessed by his own mind cannot be its origin. He concludes that there must be some being that in fact possesses the requisite level of formal reality, which in this case will be greater than that of a finite substance.

THREE KINDS OF IDEA: ACCORDING TO DESCARTES

Descartes divides ideas into three kinds. He says: among my ideas, some appear to be innate, some to be adventitious, and others to have been invented by me. Descartes consider three kinds of idea: innate ideas, adventitious ideas, and what are sometimes called factitious ideas. The categories are determined by considering the possible origins of the ideational contents presented or exhibited to the mind. The first category includes ideas whose contents have their origin in his

nature. An example is his idea of what thought or thinking is. The third category includes ideas whose contents have their origin in the contents of other ideas. An example might be the idea of Pegasus. Adventitious ideas however, appear at least at first glance to be importantly different, since nature has always taught him, he says, to think that they are “derived from things existing outside me”.

Descartes proposes that there are three types of ideas: innate, adventitious and invented. Innate ideas are ideas that are derived from a person's nature as a thinking thing. $2+2=4$ is an innate idea because the underlying concept, addition, is derived only from one's nature; thinking things without any outside input can determine that distinct objects grouped together still are distinct from each other. In Descartes analysis of his idea of God, he discovers that it is innate, since it is neither adventitious nor factitious. In contrast, adventitious ideas are derived by the person from the senses and include ideas like the sight of a tree that come from outside the person. Finally, invented ideas are ideas derived by the person of mixing or modifying the other types of ideas, and they do not actually exist. For example a dragon is a modified combination of a lizard and a bird. Using these definitions Descartes would classify our ideas of colours as adventitious because the idea of colours does not spring from the mind without being based on sensory input.

THE RULES: SIMPLE NATURES AND THE CONCEPTS OF CLARITY AND DISTINCTNESS:

The concept of “simple nature” is specific to the Rules for the Direction of the Mind. The expression itself does not appear in any of Descartes' other known writings. In the text of the rules itself, the concept of simple natures is introduced in two or three distinct stages. It is the rules that Descartes introduces the simple natures. The simple natures are not only what our ideas are of—that is, they not only constitute the content of our ideas, the “objects” immediately presented to the mind—but are also the natures possessed by things. Example of simple natures are colors, sounds, smells, shapes, size, extension and the like. Having extracted clarity and distinctness as the criterion of truth at the beginning of the Meditation, Descartes immediately calls it into question. In the course of the Third Meditation, Descartes constructs an argument for the existence of God that starts from the fact that he has an idea of an infinite being. In the Third Meditation, Descartes introduces what scholars refer to as “the truth rule”. Whatever one perceives clearly and distinctly is true. In the Fifth Meditation, in his analysis of the clear and distinct idea of a triangle, Descartes argues that since “whatever is true is something, it follows that “everything which I clearly and distinctly perceive to belong to that thing really does belong to it. As others have argued for Descartes, to say that something was

“real” was in part to say that it existed independently of a finite mind. This is the import of Descartes’ proving the existence of God and body. They are real things. In his analysis of the idea of the triangle, Descartes concludes that the natures that he clearly and distinctly perceives the triangle, as possessing are in fact possessed by the triangle. These natures are real.

CONCLUSION

He was one of the first to abandon Aristotelianism, because he formulated the first modern version of mind-body dualism, from which stems the mind-body problem, and he promoted the development of a new science grounded in observation and experiment. He has been called the father of modern philosophy. He believed he could be certain of was that he was doubting, leading to his famous phrase “Cogito ergo sum,”(I think, therefore I am.) From this one phrase, he derived the rest of philosophy including the existence of God. Descartes, Spinoza and Leibniz are the continental Rationalists in opposition to Locke, Berkeley and Hume, the British empiricists. Descartes and Locke have remarkably similar views on the nature of our ideas. In the second Meditation, Descartes tries to absolute certainty in his famous reasoning. Descartes most distinctive contributions to theory of knowledge is the method he proposed for finding the indubitable foundational truths. Descartes thought that what induced error in our belief is our experience as children, where we blindly follow the evidence of the senses. His method of doubt was largely popularized in western philosophy. Descartes sought to doubt the truth of all his beliefs in order to determine which beliefs he could be certain were true.

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Condition of English as A Second Language (Esl) in the Govt Aided Schools of West Bengal

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ABSTRACT

With a view to increase the student enrolment, decrease the rate of drop outs, create an exam free atmosphere, enable the learners to earn a sustainable livelihood after learning concerned regional language and vocational skill, the Govt of India adopted the No-Detention Policy (NDP) in 2009. The Govt of West Bengal introduced the policy in the state in 2010. Ever since its inception, the NDP has been subject to tremendous criticism from the end of the teachers who have always held that it would deteriorate the quality of education because it would generate a lethargy among the students to work hard for a better result on one hand and the hard work of better students would not be properly rewarded on the other. The teachers were feared to become apathetic to various learning issues. Such apprehensions have proved to be true. At the high schools, students who got automatically promoted, as Karan Sabharwal observes in "No detention policy: Rethinking education system of India" [1] students faced "tough challenges when they reach class IX because safety net of no detention policy is till class VIII. The policy has led to the development of lackadaisical attitude of stakeholders towards Indian education system." He felt, "A lot needs to be done and modification in the policy is required to improve the education system in the country and save the future of the country." In West Bengal too, results start to deteriorate from class IX, particularly in English. Students get promoted from Class I to Class IX without minimum knowledge of the language. Sometimes they even fail to write their own name correctly in English. Some prescribed texts are miles away from their familiar world. Yet, the pattern of the question paper is such that those students who even don't know to write their name in English manage to score handsome marks in exams. There is no doubt that learning to write one's own name is an activity that has to be covered at the lower primary level. The present paper tries to highlight the pathetic situation of English as the Second Language (ESL) at the Govt aided schools in West Bengal due to the NDP, negligence at the lower primary level and the strange question pattern system.

However it is a matter of hope that Mr. Partha Chatterjee, Minister-in-Charge, Dept of Education, West Bengal Government, on October 24, 2019, declared,[2] "In conformity with recommendations of the Ministry of Human Resources Development to bring back the pass-fail system in classes 5 and 8. Students would have to pass examinations to be promoted to classes 6 and 9 from the next academic session We hope that the damage caused for the last decade will now be remedied.

Introduction

The condition of learning English as a second language in our state except major cities like Kolkata, Siliguri, Durgapur and so on projects a pathetic scenario. The researchers decided to portray the condition of English learning in Govt-aided schools. When they talked with the English teachers of different schools, they pointed out several factors behind this.

Sudipta Acharya, an Asst Teacher in English of Bandhnabagram Gandhi Vidyapith, says, “Due to the abolition of the Pass-Fail system, students have been getting promoted to the next class irrespective of the marks they score in the Summative Evaluations. Progress of students is very poor in almost every subject, particularly in English.”

Abhijnan Chakraborty, another AT in English in Bolpur NNB High School points out, “Most of the pupils are first generation learners. There is none to guide them properly at their home. They do not get that much exposure to English what is required for. They have a prejudice that English is a difficult subject and cannot be managed easily.”

“Modernized teaching learning materials are not applied by the government in case of English teaching. The teacher student ratio is more than 1: 40. So, it becomes difficult for the teachers to pay individual attention to every individual student. Although there is a provision for remedial classes, in many schools there is no para-teacher to conduct such classes,” observes Debarati Sarkar, an AT of Beluti MKM High School.

Suparna Roy, of Bolpur NNB High School, is of opinion, “There has always been a pressure from the guardians to complete the syllabus. Unit tests are also to be conducted at regular intervals. So remedial classes often become impossible to hold.”

Ramranjan Chatterjee, Asst Teacher, Charkalgram High School, points out, “Nowadays teachers are burdened with many non-academic works like preparation of database for the Sabuj Sathi Project, Kanyashree project, list of Minority students, enlisting names for SC/ST categories. Naturally they also become exhausted at times. Moreover, in some cases, certain lessons have too long texts with too many exercises. The joy of learning on the part of the students naturally vanishes while dealing with such long lessons.”

Roy says, “At the upper primary level, we get students who fail to introduce themselves in English.” When asked how the students have been scoring considerable marks in the exams, Abhijnan Chakraborty, her colleague, says the

questions are in most cases set in such a way that they score average marks. He further points out, when students encounter true or false type questions, they either write T or F. Often their responses are not correct but they manage to bag certain marks because at least one of their responses turns out to be correct if they write T/F in all the boxes provided for.

Mala Mallick says, the students respond the same way in case of the unseen passage also.

Suparna Roy remarks that cases are not rare the students misinterpret questions on story writing. She often comes across answer scripts where students take the outline of a story writing question as a 'fill in the blanks with appropriate articles and prepositions' type question and write articles and prepositions in between the hints of the question.

The researchers were unanimous that something must be done in the 7th or 8th period to find a way out. Some academically backward students are to be pointed out and certain initiatives should be taken experimentally to remedy the situation.

Significance of the Study

The present study will help to understand the progress of English learning as a second language in Govt-aided schools and hint at the solutions so that the avowed objective of teaching and learning of English may be successfully implemented in the English classes. Materialization of such objectives will ultimately enhance the learning outcome on the part of the students so far as the teaching-learning of English as a second language in the Govt aided schools of West Bengal is concerned.

Review of the Related Literature

Mele F Latu's [3] studied aiming to determine factors which might have impact on the learning of English as a second language macroskills (reading, writing, listening, and speaking) by Tongan secondary learners. The study was correlational in design and it worked from a synthetic perspective in that it looked at the way in which many aspects of language are interrelated to make the whole language system.

Upendra Subrahmanian [4] attempted to show how movies, pop songs, and educational radio and television programs could be used in the language classroom to teach English. The demonstrations themselves were very popular and this was reflected in the fact that they earned high ratings on the end-of-course evaluation. The considerable amount of interaction that took place during these classes made them lively, and most teachers seemed to enjoy them.

James B Bold [5] observes, “a learner who experiences difficulty and slow progress may not be aware of the causes or problems behind the lack of progress or how to resolve them. Instructors and directors of ESL programs might be unaware of the reasons for or resolutions to the difficulties a learner experience. It is crucial that ESL instructors ...to determine the most likely reasons for their predicament and make recommendations, and if necessary, implement accommodations to help them overcome barriers to learning.”

Wessam Al Chibani, MariaGhosnChelala and GizelHindi [6] focused on building understanding how collaborative computing may be used with recommended teaching approaches in ESL courses to enhance student engagement and motivation.

D Vijayalakshmi [7] expresses the opinion, “the teaching learning of English as a subject at all levels of school education has mostly remained examination oriented. In most classrooms, English is taught as a subject based on rote learning rather than for language skills development which would be used by learners in real life situations.” She wanted to “provide an alternative mode of teaching to the teacher dominated Indian English classrooms where learners have very little opportunity for active participation and interaction with peers and the teacher in English classroom.”

Deepak Kumar in “Developing Speaking Skills of Senior Secondary Students an Exploratory Study” (2016) tried “explore ways and means of helping senior secondary students improve their speaking skills.

Malay Nath in “Problems In Teaching English In Secondary Schools In North Tripura District” (2016) expresses the opinion, “it quite necessary to undertake a research work in the arena of the English Language Teaching (hereinafter referred to as “ELT”) at the secondary level in the North Tripura District in order to analytically detect the problems in the same field, thus providing logical solutions to them, so that the secondary level students of this district could be proficient in the English language, thereby being able to keep pace with the ongoing phenomena in the universe of knowledge in the era of globalisation.”

Jacob Ado Adama [8] says, “Learning a second language is never easy. Learning English as a second language is even less easy. Particularly if you are learning English outside of an English-speaking country. For instance, English language learners in African countries like Nigeria, Ghana, Liberia, Zambia, Malawi, and some other African countries face a lot of challenges because English is not the native language of these countries. Just as there are problems faced in

learning English as foreign language, so there are challenges in learning English as second language.” He points out several factors as hindrances to the teaching-learning of English as a second language. They are unqualified teachers, limited learning environment, lack of seriousness among learners, too much use of native language, too much dependence of learners on the teachers, dominance of advanced students in the classroom, and inadequate learning materials.

Statement of the Problem

The researchers have chosen the present study in an attempt to see whether learning of English has been successful in generating such a classroom situation in West Bengal in which the teaching-learning system becomes more joyful, whether the learning outcome is satisfactory, whether the teachers have encountered any hindrance in using it and what sort of help is received from the Govt to carry on the project.

Delimitation

The study was delimited to the academically backward students of Class V to Class IX of Bolpur NNB High School.

Methodology

The researchers have followed the Descriptive Survey Method. It is a method which is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.”(Fox, W. & Bayat, M.S. (2007) “A Guide to Managing Research” Juta Publications, p.45)

Objectives

The present study aims to evaluate

- Whether the students are able to comprehend the ESL text books provided by the Govt
- Whether the present method of teaching ESL is sufficient for the learners.
- Whether the students can comprehend and respond to questions related to their surrounding in ESL
- Whether the learners are familiar at all with the English alphabet.
- Whether the teachers are equipped with adequate TLM's to achieve the desired end.
- What are the difficulties in achieving the desired end?
- How such hindrances can be resolved.

Analysis of the Objective

The ESL text book is provided by the Govt. the book is carefully designed with texts and exercises by a team of chosen experts. The present study aims to find out whether such textbooks are successful in attaining success so far as learning of ESL is concerned.

There are several factors of teaching ESL. At present in West Bengal, the Functional Communicative Approach is followed. The present study wants to find out whether the approach serves the purpose.

Any language learning is an LSRW skill. The present study seeks to analyse whether the learners are able to listen and read aloud/ silently and answer to the questions set for a test.

In an age of moral degeneration, the researchers want to find out whether the learners are acquainted with the idea of moral values and can respond accordingly in ESL when the situation demands.

The paper wants to find out whether the learners possess very simple concepts of grammar and the strength of their vocabulary.

Another objective of this study is to find out whether there is sufficient TLM for the teachers to improve the level of learning on the part of the learners. It will try to see whether the teachers themselves devise certain TLM's to overcome the situation.

There are other hindrances also, like, disinterested students, low enrolment, unavailability of modern facilities etc. The study will not neglect such issues.

The study will also try to find out ways to solve such hindrances.

DETAILED DESCRIPTION OF THE WORK

So, the researchers decided to find out whether the students have any competency to express minimum information regarding themselves and their families in English or not. If they respond satisfactorily, it may be taken for granted that they have the ability to read a passage, comprehend it and express themselves accordingly.

The following students were selected from different classes of Bolpur NNB High School on the basis of their poor performance in previous Unit Tests:

SI No	Name	Class	Section	Roll No
01	RANJAN SUTRADHAR	7	A	26
02	ABHI MURMU	7	A	41
03	SOUNAK CHATTERJEE	7	A	33
04	SOVON GHOSH	7	A	55
05	SHUBHAM GUPTA	7	A	38
06	DEEP GHOSH	7	A	40
07	MAHIMUDDIN SK	7	A	44
08	PRABHAT GARAI	7	B	40
09	SAKHAWAT SK	8	A	45
10	SK NUR ISLAM	8	B	55
11	RAKESH HAZRA	8	B	57
12	SK ARKAT AJID	8	A	82
13	GOUTAM GOSWAMI	8	A	77
14	SAHEB KHAN	8	A	74
15	PRAKASH DUTTA	8	A	50
16	AJIJUL MOLLA	8	A	59
17	SABIRUDDIN KHAN	8	A	61
18	SAHIL HAQUE	8	A	48
19	AMIT KUMAR BHAKAT	9	B	29
20	SHIBNATH SARKAR	9	B	53
21	ROHIT SINGH	9	B	51
22	Likenath Bagdi	9	B	55
23	MD OWASEF AJIJ	9	B	58
24	PARTHO MAJHI	9	B	83
25	AJAY SINGH	9	B	68
26	AMIT KUMAR MONDAL	9	B	41
27	BINOD DAS	9	B	45
28	LAXMAN SINGH	9	B	88

Their first task was to fill in the blanks:

I am My father's name is he is a My mother is a her name is We live at In

The task was designed to test the ability of the students to read a paragraph and filling up the missing links which are nouns and which they are familiar with. It was aimed to testify their competence to supply information about themselves.

When they submitted their responses, it was found that none of them could supply all the information about their own selves. The following chart shows a statistical analysis in this regard:

Criteria	No of students who succeeded to supply the information	Remarks
Own name	28	
Father's name	28	2 entries in Bengali
Father's occupation	8	
Mother's occupation	8	
mother's name	11	1 entry in Bengali
Name of locality they live	2	
Name of the town/village	1	

In certain cases, wrong entries were also found. The following table gives an idea of such wrong entries:

Entry demanded	Entry made	Made by
Occupation of mother	Name of mother	Sakhawat Sk, Shubham Gupta, Deep Ghosh, Saheb Khan, Prakash Dutta, Ajijul Molla, Sabiruddin Khan, Prabhat Garai
Name of locality	Name of father	Sakhawat Sk
Name of town/village	Name of father	Sakhawat Sk
Father's occupation	Mother's name	Sk Nur Islam, Rakesh Hazra

Parho Majhi does not know the English spelling of his father's name, and, Deep Ghosh does not know the English spellings of both his parents. Both of them used Bengali letters to respond.

The second task was designed to test the ability of the students in filling up forms by supplying information about their families:

Number of family members	
Number of earning members	
Number of siblings	Brother Sisters
How many of them go to school	
Do your grandparents live with you	Yes/No
Type of your house	Personal/ Rented
Number of rooms in your house	
How do you eat	Sitting on the floor/ dining table
Is there any bathroom in your house	Yes/ No
Who cooks at your house	
What is used to cook at your house	Gas/ Stove/ Chula

After the completion of the task, the correct entries were sought. What was found is given in the following table.

Criteria	Correct entries			
Number of family members	5			
Number of earning members	1			
Number of siblings				
	brother	3	Sisters	4
How many of them go to school	1			
Do your grandparents live with you	17			
Type of your house	12			
Number of rooms in your house	3			
How do you eat	18			
Is there any bathroom in your house	18			
Who cooks at your house	4			
What is used to cook at your house	18			

Such analysis proves that the pupils don't have minimum knowledge about themselves and their families. They are incapable of expressing certain data in English although they have the information sought for. These two tasks are referred in the next section as the task of Day 1.

It may be pointed out in this context that the students seem to be very uneasy with the items, they tried to seek help from others, and, after repeated requests for submission of their answer scripts, they submitted the papers.

Accordingly, it was resolved that the students must be equipped with

- The correct English spellings of their parents' names.
- An awareness of the various professions their parents may be engaged in
- An idea of the number of their family members
- The concept of the earning member
- The ability to trace the earning member of the family
- The concept of siblings
- The capability to count their siblings gender wise
- An awareness of what personal home and rented house mean
- The competency to count the number of rooms in their houses
- The notion of eating style
- The meaning of 'cooking'
- The concept of different kinds of fuel used in cooking

Several extra classes were taken to impart the pupils the above parameters. The learners participated enthusiastically. The teaching-learning procedure was made enjoyable as much as possible.

Of course, it was not easy for the teacher to acquaint the pupils with all the items. Learners took time to understand and to master the spellings. The teachers also kept patience so that the final outcome might be satisfactory.

DAY 1

Students were given two tasks related to their personal self and their family. The responses of the students were analysed.

DAY 2

Students were individually attended to acquaint them with the spellings of the names of themselves, their parents, their locality, town/village.

DAY 3

Students were introduced to the names of different professions. Then they were asked to identify the profession of their parents. They were told to remember the spelling of those names of professions.

DAY 4

Students were introduced with the concept of family, family members, earning member, grandparents. To facilitate their understanding, pictures given below were utilized:

Learners were further provided with the idea of siblings, school going, bathroom, rooms in a house, eating place, cooking person and cooking fuel.

DAY 5

The pupils were once again subjected to the same tasks as on Day 1. They were found to be at ease with the items provided. They took less time to respond this time. They were, at the same time, very happy to do these tasks.

Of course, the same number of students were not available. The final assessment was carried out with the students present on that particular day.

This time it was found that the pupils made almost all the responses correctly except a few minor mistakes like confusing small and capital letters.

This sample gave an idea that most of the students are weak in English. While searching for the actual causes of weakness in English the researchers decided to find out whether the students of junior classes could write the English alphabet correctly. Another sample of students was selected from different classes of the school:

Name	Class	Section	Roll No
Debjit Das	V	A	21
Babu Das	V	A	19
Partha Ghosh	V	A	51
Dibakar Pal	V	B	85
Surojit Birbanshi	VI	B	42
Rajib Konra	VI	B	59
Rohit Sk	VI	B	62
Ramkrishna Sutradhar	VI	B	21
Souvik Garai	VI	B	45

The first task was to write the English alphabet in capital and small letters. When they submitted the paper, it was found that most of the students could not write English alphabet correctly. It was found only 4 out of 10 students could write the English alphabet correctly.

Debjit Roy of class V-A wrote only 4 letters.

SurojBirbanshi could not write the alphabets in order.

Babu Das failed to write the alphabets in small letter.

Sourav Bagdi wrote from a too.

RajibKonra could not write the letters properly.

Rohit Sk wrote the letter q like p.

Accordingly, it was determined that the students must be furnished with the following:

- A. To write the alphabet correctly and in order.
- B. To give a minimum gap between letters.
- C. To pronounce the letter correctly.
- D. To practise handwriting in four lined pages.

Several extra classes were taken to impart the above lessons. The learners participated enthusiastically. They had the urge to learn from the teacher. The teacher also wrote the alphabet in their copies and tried to acquaint the learners with all the items.

Students were individually attended so that they could write the alphabet correctly and in order.

When they were given the same task again. This time it was found that the students were happy to complete the task. They took less time to complete the tasks.

Conclusion

The tedious project ultimately hints at the following points:

- a. Proper care is not taken at the primary level in teaching ESL.
- b. Texts are to be designed in such a way so that the students feel familiarity with the texts.
- c. There should be more and more interesting stories to keep the mind of the learner attentive all the time.
- d. Compatibility of certain texts with the target learners must be revised. For example, the text of Lesson 1 in the text book of class VII contains so many long sentences that students become disinterested while dealing with that text. The same can be said for 'Mowgli Among the Wolves' of the same class.
- e. The mistakes that the students commit at the upper primary or secondary level regarding their names and families have to be rectified at the primary level. There should be a monitoring and sudden visit by the higher authority to see whether the pupils can at least know and express in English something about their family.
- f. More and more emphasis must be laid on improving the skill of expression in English of the students.
- g. More and more exposure to English is necessary. The teachers should provide an English listening atmosphere in the classroom.
- h. Proper and modernized TLM's should be provided by the governments to the schools for making teaching of English effective for the students.
- i. If language learning is an LSRW skill, spoken English must be given due importance.
- j. Textbooks for classes VII and VIII are overloaded with too many exercises whereas the textbook of Class X is much easier. Such imbalanced distribution should be taken care of.
- k. If textbooks are to be revised, thorough research must be made with students belonging to semi-urban and rural schools. The opinions of the teachers of such schools must be given priority instead of the teachers and students of metropolitan schools.
- l. Questions are to be set in such a way so that the actual comprehension level can be assessed. 'Uplifting the percentage of passed and promoted students' must be discarded.

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3. Mala Mallick, Asst Teacher, Bolpur NNB High School
4. Sudipta Acharya, Asst Teacher, Bandhnabagram Gandhi Vidyapith
5. Debarati Sarakar, Asst Teacher, Beluti MKM High School
6. Ramranjan Chatterjee, Asst Teacher, Charkalgram High School

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A Study of Academic Achievement of B.Ed. Teacher Trainees with Residence and Qualification

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ABSTRACT

Teachers are saviours of the society and redeemers of the race. It is in this respect, the role of the teachers, acquires significance in shaping the society and in bringing revolutionary changes in the development of the country. So the teachers are held in high esteem and respect. Academic achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. The main objective of the present study is to study the influence of residence and qualification on the academic achievement of B.Ed. Teacher trainees. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges. A sample of 300 B.Ed. Teacher trainees representing all categories of B.Ed. colleges in Chittoor District of the state of Andhra Pradesh by following the standardized procedures. 't' test was employed for analysis of the data. There is significant influence of residence and qualification at 0.01 level of significance on the academic achievement of B.Ed. Teacher trainees. Hostler and PG qualified B.Ed. Teacher trainees are better performance than the Day scholar and UG qualified B.Ed. Teacher trainees. Government has to provide good amenities for Day scholar and UG qualified B.Ed. Teacher trainees.

KEYWORDS: Academic Achievement, Residence, Qualification and B.Ed. Teacher Trainees.

INTRODUCTION

Academic achievement, according to Agarwal (1980), is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the academic achievement has to be appraised positively or negatively. Academic achievement is the record of things that have been accomplished (test / examination scores etc.) and conceptualized as being the function of an individual's competence.

Thus, academic achievement is the combination of ability and effort. Presumable ability being equal, those higher motivations, expertness and more

effort will achieve higher grade. The need for academic achievement is a learned motive to compete and to strive for success. There are wide differences among individuals, their past experiences and in their motivation that is learned, which account for the need for academic achievement.

The academic achievement represents the out come of a complex variety of factors and cannot be traced to the existence of only one personal attribute. Academic achievement, as currently is used a fuzzy term that may mean any one of a dozen unspecified things. The sum total of information a teacher trainee has at his command, when he finishes a course of instructions, the getting of a passing grade in a course regardless of what may lie behind the grade or the score on a test that has 'performance' in its title.

Academic achievement refers to 'identifiable operations' a teacher trainee is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the teacher trainees can and does perform at the beginning or at the end of the course. It is incorrect to consider high and low academic achievement, synonymous with over and under academic achievement. Under academic achievement is a fact, not simply an artefact of psychological and educational measurement. An under achiever is one who performs significantly less well in school / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under academic achievement is that high and low academic achievement are defined in terms of an absolute standard of performance while over or under academic achievement involve the discrepancy between predicted and actual academic achievement.

REVIEW OF LITERATURE

Manjuvani and Mohan (2002), Anice James and Marice (2004), Shahpur Nagappa and Panchalingappa (2004), Padmini (2010), Siddi Raju (2010), Sujatha (2011), Sekhar, K (2012), Ravi, S (2014) and Shaik Khadar Valli (2015) reported that residence of individuals do have significant difference on academic achievement. However, **Laxmidhar Behera and Sushant Kumar Roul (2004), Srinivasan and Arivudayappam (2004), Krishna Reddy, D (2008), Naveen, P (2010), Sudharsan, V and Lakshmi Shanmugam, P. N (2018) and Magalingam, A (2019)** reported that residence of individuals do not have significant difference on academic achievement.

Anice James and Marice (2004), Panchalingappa (2004), Krishna Reddy, D (2008), Naveen, P (2010), Padmini (2010), Prabhu Swamy (2010), Siddi Raju (2010) and Sekhar, K (2012) reported that qualification of individuals do have significant difference on academic achievement. Gakhar and Aseema (2004), Mehera (2004), Dwivedi R.D (2005), Manpreet Kaur, Ram Niwas and Rai, V.K (2015) and Magalingam, A (2019) reported that qualification of individuals do not have significant difference on academic achievement.

Scope of the Study: The main intention of the present study is to find the relation of academic achievement of B.Ed. Teacher trainees with residence and qualification.

Objective of the Study: To study the impact of residence and qualification on the academic achievement of B.Ed. Teacher trainees.

Hypotheses of the study

1. There would be no significant impact of 'residence' on the academic achievement of B.Ed. Teacher trainees.
2. There would be no significant impact of 'qualification' on the academic achievement of B.Ed. Teacher trainees.

Tools for the Study

1. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges.
2. Personal data regarding the teacher trainee – 1. Name, 2. Residence, 3. Qualification.

Data Collection

The sample for the investigation consisted of 300 B.Ed. teacher trainers in Chittoor District of the state of Andhra Pradesh. The stratified random sampling was applied. In the first stage management of the college i.e. Government and Private college, in second stage Locality of the college i.e. Rural and Urban, and third stage gender of the teacher trainees i.e. Male and Female teacher trainees. In total 150 Male and 150 Female teacher trainees are included in this study. It is a 2X2X2 factorial design with 300 sample subjects. The investigator personally visited colleges with the permission of the principals of the colleges. The B.Ed. Teacher trainees who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned

B.Ed. Teacher trainees of the colleges. The B.Ed. Teacher trainees were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The personal data sheet was administered. To measure the academic achievement of B.Ed. teacher trainees, the Third Semester End Examinations Marks (2016-18 Batch teacher trainees) were taken as the indices of the academic achievement of the B.Ed. teacher trainees from the records of the colleges. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test were employed to test hypotheses.

RESULTS AND DISCUSSION

1. Residence

The relationship of academic achievement of B.Ed. Teacher trainees with their residence is studied in the present investigation. On the basis of residence, the B.Ed. Teacher trainees are divided into two groups. The Hostler Teacher trainees form with the Group – I, Group – II forms with the Day scholar teacher trainees. The corresponding academic achievement of B.Ed. Teacher trainees of the two groups were analyzed accordingly. The mean values of academic achievement of B.Ed. Teacher trainees for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'residence' on the academic achievement of B.Ed. Teacher trainees.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

Table – 1: Influence of residence on the academic achievement of B.Ed. Teacher trainees

S. No.	Residence	N	Mean	S.D.	't' – Test
1.	Hostler	187	381.94	38.32	4.112**
2.	Day Scholar	113	372.66	35.77	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 't' (4.112) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the residence has significant influence on the academic achievement of B.Ed. Teacher trainees.

2. Qualification

The relationship of academic achievement of B.Ed. Teacher trainees with their qualification is studied in the present investigation. On the basis of qualification, the B.Ed. Teacher trainees are divided into two groups. The UG qualified teacher trainees' form with the Group – I and Group – II forms with the PG qualified teacher trainees. The academic achievement of B.Ed. Teacher trainees of the two groups were analyzed accordingly. The academic achievement of B.Ed. Teacher trainees for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'qualification' on the academic achievement of B.Ed. Teacher trainees.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2**.

Table – 2: Influence of qualification on the academic achievement of B.Ed. Teacher trainees

S. No.	Qualification	N	Mean	S.D.	't' - Test
1.	UG	136	371.22	38.15	4.397**
2.	PG	164	380.67	40.33	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 't' (4.397) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the qualification has significant influence on the academic achievement of B.Ed. Teacher trainees.

Findings: There is significant influence of residence and qualification at 0.01 level of significance on the academic achievement of B.Ed. Teacher trainees.

Conclusions: In the light of the findings, the following conclusions are drawn. Residence and qualification have significant influence on the academic achievement of B.Ed. Teacher trainees.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the teacher trainees with special reference to their academic achievement of B.Ed. Teacher trainees.

1. Residence is the highly influenced in academic achievement of B.Ed. Teacher trainees. Hostlers B.Ed. teacher trainees have better performance

than the Day scholar B.Ed. teacher trainees. The administrators have to provide facilities for the Day scholar B.Ed. teacher trainees.

2. Qualification is highly influenced in academic achievement of B.Ed. Teacher trainees. PG qualified B.Ed. teacher trainees have better performance than the UG qualified B.Ed. teacher trainees. The administrators have to provide facilities for the UG qualified B.Ed. teacher trainees.

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Innovative Practices in Inclusive Education

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Inclusion is a simple principle that states children with special needs should take part in regular classes and activities - just like children their age without special needs. Some proponents of inclusion believe it should be based on ability; others believe all children with special needs should experience standard classroom education.

Meaning of 'Inclusion' in education: -

In education 'inclusion' refers to the placement and education of children with disabilities in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life. Inclination is a basic value that extends to all children.

The definition of inclusion does not imply that children with diverse abilities will not receive specialized assistance or teaching outside of the classroom when required, but rather that this is just one of many options that are available to and in fact required of all children.

World Conference on Special Needs

Inclusive education which has emerged as a reform in the education of children with special needs gained momentum since 1994 World Conference on Special Needs Education. In 1994, representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education in Salamanca, Spain. They agreed a new dynamic statement on the education of all disabled children, which called for 'inclusion to be the norm'.

Goal of Inclusion

The goal of inclusion is to ensure that all children, regardless of any individual differences they may have, are fully included in the mainstream of life. Inclusion is the provision of services to students with special needs in the neighbourhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of all children with and without disabilities for a free and quality public education in the least restrictive and most effective environment of the neighbourhood schools.

Concept of Inclusive Education

Inclusive education is educating all students in age-appropriate general education classes in their neighbourhood schools with high quality instruction, interventions and supports. So, all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive school relationship with peers and are fully participating members of school community.

Inclusive education usually involves focusing on an individual pupil or small groups of pupils for whom the curriculum is adopted, different work is devised or support is provided. Mainstreaming was an educational philosophy and practice, which assumed the existence of two separate systems- regular education and special education. Inclusive education assumes the existence of only one education system for all children. This does not mean closing down all special schools. Rather, special schools can function or resource centres for inclusive schools.

Innovative practices

Inclusive education does not mean dumping children with special needs into the regular classroom. We have to except their diversity, respect their individuality, create opportunity for their participation in all activities of the school and provide support to both children and teachers so that children can realise their full potential and teachers will be able to improve their performance. This calls for, among other things a change in teaching practices, a shift from traditional teaching styles to innovative practices in inclusive setting.

Here, some innovative practices in inclusive setting are discussed.

Cooperative learning

Co-operative learning, as the name suggests, stands for a learning process or strategy in which the students get opportunities to learn by themselves in a group in a cooperative or non-cooperative environment by forming number of teams, each consisting of small number of students of different levels of ability for the understanding of a subject.

Co-operative learning is a strategy used by group/ number of students to achieve a common goal with mutual collaboration and support. Teacher should organise the three- or five-members groups so that students are mixed as heterogeneously as possible. In this method the teacher divides the class into mixed ability groups to achieve a goal. In co-operative learning the teacher operates as a planner, facilitator and evaluator.

Goals of Co-operative Learning

Co-operative learning in inclusive setting has the following goals:

- To give opportunity to the child with special needs to learn academic skills in a cooperative learning situation.
- To create situation where the child with special needs learns pro- social skills.
- To encourage the child to take responsibility for his or her own learning.
- To facilitate social interaction between each of the members of the co-operative group.
- To ensure that children with and without disability develop friendship.
- To develop their problem-solving skills through mutual cooperation and support.

Team Teaching

Team teaching refers to an instructional situation in which two or more teachers join together, plan together, teach together & evaluate together. It can be done in a variety of ways, but involves both general and special education teachers working together in the classroom and instructing the entire class.

The team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of their learning goals; Students evaluate members on their teaching proficiency. Team members together set the course goals and content, select common materials such as text and films and develop tests and final examinations for all students. They set the sequence of topics and supplement materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated.

Goals of Team Teaching:

- To make best use of alternative abilities, expertise and interests of teachers.
- To enhance the quality of instructions.
- To increase/ develop teachers' confidence while teaching children with special needs.
- To make classroom instruction more effective to meet the needs of children.
- To ensure the cooperation and collaboration between regular education teachers and special education teacher.

Peer-tutoring

Tutoring is a process that involves one to one instruction. It can involve a peer, an older student or an expert teacher in the tutoring role. Peer is defined as the individual of the same social gathering. The tutor is the individual who provides instruction and the tutee is the one who receives instruction. Tutoring can be used to meet the special education needs of children by providing remedial or supportive instruction. Of all types of tutoring, peer tutoring is the most effective in inclusive settings.

Peer tutoring is the instruction provided by the peers of students. It means children teaching other children usually on a one to one basis. It may be cross-age tutoring or same-age tutoring. Cross-age tutoring refers to instructional situation in which the peer tutor provides instruction to younger children of a lower grade. Same age tutoring refers to instruction that involves children of the same age or grade in the tutoring process. Sometimes peer tutoring may prove to be quite effective and both the student and the peer tutor may gain from the process. Peer tutoring should not be viewed as a substitute for classroom instruction. The peer tutor should not be also considered as a substitute for regular teachers. The peer tutor has not to play a supportive role by providing remedial instruction, additional practice, modelling etc.

Goals of Peer Tutoring

The goals of peer tutoring maybe in the academic (cognitive), social or psycho-motor domains.

Cognitive domain- To teach a set of cognitive skills (e.g.- spelling, arithmetic etc.)

Social domain- To improve the tutee's social behaviour (e.g.- cooperative, friendship, acceptance etc.)

Psycho-motor domain- To teach improved handwriting skills.

Individual Education Program (IEP)

Individual education program refers to a carefully designed, systematically implemented and objectively evaluated programme to meet the special education needs of an individual child. IEP for special needs children help educators to ensure that these children are making progress in schools. Individual programmes provide a focus point for the main emphasis of a child's learning over a specified period of time.

IEP is a complex process. It is not the responsibility of any single person. Just as successful inclusion depends upon a number of persons who are concerned with the welfare of the child with special needs, so also IEP involves a group of

persons. It is jointly responsibility of this group of professionals who constituted the IEP team. The most westernized countries the headmaster, the regular education teacher or the class teacher, the special educator or the resource teacher, the parent(s) of the child and the specialist doctor/ the psychologist constituted the IEP team. In India specialist doctors and psychologist are not always available in school, in that case IEP team may constitute with the other members.

Goals of IEP

- IEP has values not for the child with special needs but also for teachers and parents.
- In IEP teachers are not only accountable for the failure of the child. It ensures some degree of accountability for the teachers.
- Inclusive education requires partnership between teachers and parents. It ensures involvement of parents in the education and welfare of their children.
- The IEP reduces the deficiencies in the child and develops his competency in the focused area.
- The IEP ensures modification of undesirable behaviour of the child and helps him learn desirable behaviour and improve his adaptive behaviour.

Conclusion

It is high time the community must value and respect the roles and responsibilities of teachers. Teachers too should have an understanding of the challenging task facing them. In inclusive education, these innovative practices of teaching must help the students of special needs positively. It also a process of collaboration of school, community, families, children and it helps all children to learn proper education in this way.

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John Locke's Idea of Education

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ABSTRACT

This paper aims to call attention to a new interpretation of John Locke's view on education, by emphasizing the fact that his educational writings, like his philosophical contributions, characterize him essentially as a pioneer in certain aspects in this field of work. The following points will be discussed successively. His life and education, his position as a philosopher, psychologist, and educator, his emphasis on native propensities, his theory of moral education, his aims of child education, his views on the relation between teacher and pupil, his empirical theory of knowledge and the aim of discipline. In order to understand Locke, it is necessary to realize that his aims and methods were largely determined by the place and time in which he lived and by the schools which he attended. His early life was spent at home in the country, where he was taught by his father, this fact explains in part why he favored the tutorial form of education.

Key words: education, idea, empirical, thought, reason.

Introduction: John Locke's Some Thoughts Concerning Education is a collection of musings on the topic of education. Locke does not present a systematic theory of education, and the work reads more like an instruction manual than a philosophical text. Locke is convinced that moral education is more important than other kinds of education. The goal of education, in his view, is not to create a scholar, but to create a virtuous man. More particularly, the aim of education is to instill what Locke calls the Principle of virtue, namely the ability to subvert one's immediate appetites and desires to the dictates of reason. According to Locke, the goal of education is to create a person who obeys reason instead of passion. The importance Locke places on this quality cannot be overstated: nearly two thirds of the book is devoted to an account of how best to install this principle. Locke addresses other related ideas. He says that learning should be enjoyable. There is no good reason, Locke thinks, that children should hate to learn and love to play. The only reason that children happen not to like books as much as they like toys is that they are forced to learn, and not forced to play. Locke sets out to show how learning can be a form of recreation. Among his proposals are that children should never be forced to learn when they are not in the mood; that they should never be beaten or spoken to harshly. Every mind Locke tells us, is different, and what is right for one child is not right for another. The goal of education is to guard against any vices to which a child is predisposed.

His life and education: At fourteen Locke entered Westminster school in London, where he was associated with Dryden, South, and the renowned Dr. Buzby, the headmaster. Dr. Buzby 'taught his school' across the street from Westminster hall during a large part of the reign of Charles I, the commonwealth period, the reign of Charles II, James II, and nine years of the reign of William and Mary, being headmaster of the school for fifty-seven years. He it was who said, 'The rod is my sieve and the boy who cannot pass through, is no boy for me.'

When Locke left Westminster and entered Oxford, he found he was not in sympathy with the predominant classical course of study or the prevailing methods of instruction. He continued his study for several years, however, and received the degrees of A.B A.M., and M.D.; later he was expelled. The order from Charles II, dated Whitehall, 11th day of November, 1684, may be seen in the library of Christ Church College.

Locke then began to travel, and his long period of preparation culminated in productive literary work after he was fifty-seven years of age. He died at Oates, in 1704, at the age of seventy-two.

His position as a philosopher, psychologist and educationist:

Locke was a pioneer, a pioneer in philosophy, in that he founded the predominating empiricism of England, and as has frequently been pointed out, laid the foundation for the idealism of Berkeley, the skepticism of Hume, the sensationalism of Condillac, and the criticism of Kant.

A pioneer in psychology, in that he destroyed the faculty psychology of Aristotle and established on a substantial basis the introspective method of to-day.

A pioneer in education, in that he opposed the scholastic method and harsh discipline of the schools, favored an all round, wholesome, common-sense education, and paved the way for modern child-psychology. His educational writings also served as a corrective to the bias of his time by laying of emphasis on the sympathetic relationship between the teacher and pupil and on the dynamic side of child life.

In Locke's writings on education, psychology, and philosophy we find him preeminently critical and a true example of the practical Englishman, dealing vigorously, directly, and carefully with whatever object he wishes to analyze, but still positive rather than negative in his conclusions. Locke was a typical English philosopher. He was prosaic and practical, treating his problems in a common sense manner; he analyzed rather than synthesized, described rather than explained. His chief mental virtues were sincerity and simplicity, and he was so devoted to the

truth that on one occasion he declared. "Whatever I write, as soon as I discover it not to be true, my hand shall be the forwardest to throw it into the fire." The purpose of Locke's inquiries was to study the nature of his own mind, to determine the power of the individual and to destroy the scholastic method. His *Essay Concerning Human Understanding*.

Locke destroyed the Aristotelian "faculty psychology" established the introspective method, and with Descartes, laid the foundation of modern rationalistic psychology, thus shifting the basis for educational theory. In attempting to combat Descartes, theory of innate ideas, Locke apparently takes the opposite extreme in his philosophy and holds that knowledge is entirely the product of experience, for the mind at birth is an "empty tablet". Descartes never gave a very clear definition of "innate ideas". but Locke regarded the idea as an object of consciousness or as he states it, "Whatsoever is the object of the understanding when a man thinks." In his philosophical writings he emphasizes the external evocation of the idea, that is, the relation of ideas to the objects from which they have arisen, the epistemological point of view. In his educational writings, on the other hand, he is continually referring to native tendencies to action. Thus his educational theory, contrary to what his interpreters have been emphasizing, takes into consideration the fact that there are "natural tendencies implanted in the mind of men."

Native propensities:

Locke says "should be watched from the beginning in order to discover the individual's capacity for knowledge' for amongst men of equal education there are great inequalities of parts." These quotations indicate that Locke does not tack education on to life as a commonly asserted, but makes it dependent on the interest, disposition, temperament and the development of the individual from within.

It further becomes apparent from many of his scattered but valuable thoughts on the observation of children, and his suggestions tending toward a study of mental development and self activity, that there originated with Locke a psychological tendency of education, which was later to be developed by Rousseau, Pestalozzi, Froebel, and Herbart, evolving into the present predominating psychological and biological view-points in education, of which the child is the centre of orientation. Locke advocated that parents and tutors should "study children's natures and aptitudes". their native propensities, their prevailing inclinations, their several conditions, because acquired habits may be conditioned by these native propensities. A study of mental development, though crude and in

accurate, is suggested by this and by what follows, for he writes:-“Never trouble yourselves about those faults in them (children) which you know age will cure”.

His theory of moral education:

His theory of moral education are derived from his ethical views, which he forged as a philosopher. Some understanding of these views is necessary in order to grasp the point of his somewhat unusual theory of moral education.

In Locke's ethics the rational and the hedonistic fought for supremacy. He believed that man's reason could, by a careful comparison of certain ideas come to a realization of moral principles. Realizing that such ideas are speculative, while morals are concerned with behavior, he toyed also with the idea of nature as the source of a rational morality: what is against nature is wrong. This too, was unsuccessful for he realized that what is "natural" is itself culturally determined. The notion of "nature" could not provide Locke with the rational basis which would free man from blind obedience to the values of his society.

He turned then to a consideration of man's actual choices. Following Hobbes, he concluded that man always chooses pleasure and avoids pain. Pleasure must, then, be either the criterion of goodness or the consequence of it. Locke was not completely clear as to which of these he held and the confusion carried over into his views on moral education.

He attempted to resolve the issue by drawing a distinction between natural good and moral good. Natural good is pleasure; to seek pleasure is to seek the natural good for man. Not all pleasure, however, are morally good; only those which are annexed to actions by the will of a lawmaker. That is to say, the hedonistic search which provides man with natural good must be subject to reason in order to furnish moral goodness: man ought to seek those pleasures which reason tells him are ultimately more satisfying.

His aim of child education:

The dynamic side of child life was frequently emphasized by Locke and has occupied a very prominent place in the best educational writings of the past few years. "Children are naturally active and less apt to be idle than men." said our philosopher, who had caught indirectly the spirit of Plato and had anticipated Froebel, when he wrote to his friend, William Molyneux. I am so much for recreation that I would, as much as possible, have all they do be made so; I am for full liberty of diversion as much as you can be, and, upon a second perusal of my book, I do not doubt you will find me so." In the book which has been interpreted as advocating the form of rigid disciplinary educational point of view of the seventeenth century,

Locke writes that children enjoy play,--“And it is that liberty alone, which gives the true relish and delight to their ordinary play game.” “I have always had a fancy that learning might be made a play and recreation to children.” Locke always says that learning should be enjoyable. There is no good reason, Locke thinks, that children should hate to learn and love to play. The only reason that children happen not to like books as much as they like toys is that they are forced to learn, and not forced to play. Locke sets out to play to show how learning can be a form of recreation. Among his proposals are that children should never be forced to learn when they are not in mood; that they should never be beaten or spoken to harshly; that they should not be lectured to, but should be engaged in conversation; and their ideas should be taken seriously. The goal of education is to guard against any vices to which a child is predisposed. Locke also stresses the importance of habit and example in education, while downplaying the role of rules. Locke discusses the importance of parents at length. Most parents, Locke thinks, play a perverse role in their children's lives. When the children are young and need rational guidance, the parents are indulgent. When the children are grown, and can use their own reason, the parents suddenly begin imposing their will.

Locke opposes the educational bias:

Locke opposes the educational bias of his time, as is also clear from the following definite statement:--“Children love liberty, and therefore they should be brought to do the things that are fit for them without feeling any restraint laid upon them.” “That which parents should take care of here is to distinguish between the wants of fancy and those of nature.” “Children should not have anything like work or serious laid upon them; neither their minds nor bodies will bear it.

The dynamic side of child life:

The dynamic side of child life was frequently emphasized by Locke and has occupied a very prominent place in the best educational writings of the past few years. “Children are naturally active and less apt to be idle than man.” said our philosopher, who had caught indirectly the spirit of Plato and had anticipated Froebel, when he wrote his friend, William Molyneux, August 23, 1693:--“I am so much for recreation that I would, as much as possible, have all they do be made so. I am for full liberty of diversion as much as you can be, and upon a second perusal of my book, I do not you will find me so.” In the book which has been interpreted as advocating the form of rigid disciplinary educational point of view of the seventeenth century, Locke writes that children enjoy play, and it is that liberty alone, which gives the true relish and delight to their ordinary play game. I have always had a fancy that learning might be made a play and recreation to children.

The aim of discipline:

The Thought Concerning Education is full of stimulating ideas on the ultimate aim of education , methods of teaching , personal hygiene, the aims of good discipline, the kinds, uses, and limitations of punishments, and on trenchant criticisms of the educational practices of the time in which Locke lived, especially in his emphasis on a 'sound mind in a sound body'. His aims in discipline are so good, and his view point so clear, that two short quotations will be adequate to explain his theory;--“He that has found a way how to keep up a child’s spirit easy, active, and free and yet at the same time to restrain him from many things he has a mind to, and to draw him to things that are uneasy to him; he I say, that knows how to reconcile these seeming contradictions, has in my opinion, got the true secret of education.”

Locke’s empirical theory of knowledge:

For Locke, all knowledge comes exclusively through experience. He argues that at birth the mind is a tabula rasa, or blank slate, that humans fill with ideas as they experience the world through the five senses. Locke defines knowledge as the connection and agreement, or disagreement and repugnancy, of the ideas humans form. From this definition it follows that our knowledge does not extend beyond the scope of human ideas. In fact, it would mean that our knowledge is even narrower than this description implies, because the connection between most simple human ideas is unknown. Because ideas are limited by experience, and we cannot possibly experience everything that exists in the world , our knowledge is further compromised. However, Locke asserts that through our knowledge is necessarily limited in this ways, we can still be certain of some things. We have an intuitive and immediate knowledge of our own existence, even if we are ignorant of the metaphysical essence of our souls. We also have a demonstrative knowledge of God existence.

Conclusion:

Locke convinced that moral education is more important than other kinds of education. The goal of education in his view is not to create a scholar but to create a virtuous man. More particularly, the aim of education is to instill what Locke calls the principle of virtue, namely the ability to subvert one’s immediate appetites and desires to the dictates of reason. The goal of education is to create a person who obeys reason instead of passion. Locke also stresses the importance of habit and example of education, while downplaying the role of rules. Locke finally turns his attention to academic learning. He was not a teacher, though his educational

writings are preeminently practical; his influence was most marked in directing the line of thought of the great writers who followed him and in shaping popular opinion, rather than in helping the schoolmen of his period. He was a pioneer who cleared the field in order that others might cultivate.

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The Motif of Escape That Leads to Transnationalism in Jhumpa Lahiri's The Namesake: Role of Migration in This Journey

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ABSTRACT

Jhumpa Lahiri in her The Namesake corroborates the process of transformation of the all the leading characters, who, being involved in their own pursuits and enterprises throughout the novel, though unconsciously, justify the inherent meaning of their names, i.e., to be the embodiment of what their names signify. And, in this process of gliding to their destinations, escapism plays a crucial role in configuring their activities initially, as all the major characters, in one way or other, struggle to escape either from trauma or humiliation or solitude or restrictions. Now, whatever may actuate the escape, it certainly does not conclude into anything embittering or depressing, but rather it escalates the feasibility of their emanating as transnational personalities, which help in rejuvenating the life conditions, embarking outstanding possibilities, materializing their much desired aspirations, and finally assimilating the host culture with their own, which results in the emergence of a neo-culture. However, migration is the elementary factor in substantializing this transformation of all these leading characters, in producing and reproducing their creative selves constantly and in eliciting their inherent potentials. My objective, in this paper, is to highlight the escapism motif of all the prominent characters, that ensues their transnational identity, with migration as the rudimentary component in formulating this entire mechanism.

Key words: escapism, nomenclature, trauma, solitude, transformation, transnational identity, migration, multicultural, neo-culture.

Introduction: Escapism turns out to be the common elementary passion that triggers the major characters into undertaking life-transforming endeavours that metamorphose their ethnicity into transnational identity, effacing the barriers of nation, race and culture. The stem of the storyline of the novel, The Namesake, develops with the issue of the nomenclature of the protagonist, Gogol, and its relating consequences, which entwine the course of events of the other principal characters in its labyrinth, and cast profound aftermaths in their lives. But the root of these series of incidents originates from the train accident, of which Ashoke was a dire victim and the lethal ramifications of which, shattered the tranquillity of his life afterwards. The trauma that he sustains during this mishap, administers in him a zeal to escape his country, as it will serve as a *modus operandi*, he thinks, to ward off the excruciating recollections of the agony, he confronts during the fatal disaster.

Now, when Ashima alights with Ashok in America, after their marriage, a kind of depression, caused by the alienation from her near ones and the exasperating solitude in her new life, seems to engulf her. Therefore, she pines to escape from this irksome loneliness earnestly, and frequently seeks refuge in the letters, sent to her at regular intervals by her parents and in the Bengali magazines that she likely to have memorized after reading them multiple times.

Gogol, their first offspring, carries on this baton of escapism in his psyche, as his nomenclature, which is a tribute to the celebrated German author Nikolai, emanates such awkward response from most of his acquaintances that he starts avoiding introducing himself, as it excavates undue focus on his namesake and its vexatious unfamiliarity. He, therefore, decides to rename himself as Nikhil to escape the embarrassing uneasiness, generating from his previous official name. Even, Moushumi cannot help resorting into the scheme of fleeing in order to reinvent herself, and thereby to mutate her former dawdy and frumpy self into a modish and polished one, to get rid of the frustration, caused by her multiple infatuations, none of which culminate into serious relationship, during her school life. Relying upon her academics, she contrives a scheme to escape to Paris, where, she espouses relishingly a carefree and untethered life, devoid of restrictions and admonitions.

Now, all these major characters' decision to escape from their diverse and knotty inconveniences, results into an enriching, fruitful outcome for each of the characters, who flourish in their lives, splintering all obstacles, and thereby resurrect themselves into transnational identities, obliterating their ethnic recognitions. In the run to secure their life conditions, they, through their sheer determination, zeal and dedication to their respective passion and inclination, attain not only their aspirations, but sever the frontiers of space, race and nation also, though unknowingly. And in this struggle to establish their identity and compatibility in foreign environment, they incorporate the host culture, while retaining their own, and thereby constructing a new socio-culture by infusing their native one with the non-native. However, migration here plays a configuring role in materializing their expectations, in augmenting their sustainability against the hurdles that life confronts them with, and in transfiguring their outlooks from national to transnational, in miscellaneous facets of life. Their incessant striving to be victorious in the struggle of existence and to defeat traumatic perplexity or the disgust of depression or embarrassing awkwardness, are endorsed by their migration, as it animates their tenacity to reproduce and reconstruct their adaptability in unfamiliar locales and circumstances.

The Motif of Escape: Its Cause and Consequences:- Escapism motif dominates the pivotal cogitation of each and every prime characters, who maintain their equilibrating cogency either by clinging to or shutting out the memory, close to their heart or by fleeing from the piercing adversity. The novel, at the very outset, relates the bibliophilic childhood of Ashoke Ganguli, who unlike other children spends his spare time devouring books, without feeling an affinity for sports. He even develops an amazing capacity of reading during his walk on street, without any stumble with pedestrians or vehicles whatsoever, and during his flight up and down stairs at home without any misstep, dumbfounding his cousins and the commoners. Now this bookworm cherishes an intense craving for the vast collection of books of his paternal grandfather, who invites Ashoke to read him books during holidays, as he himself 'had recently gone blind'. It is this beloved grandfather, who enkindles in Ashoke a passionate predilection for Russian authors, as they, his grandfather assures, will never 'fail' him in the struggle of life. With exuberant heart in expectation to 'inherit' the lifelong collection of his grandfather's books and with one of the sparking volumes of Nikolai Gogol, containing his 'favourite' story, The Overcoat, in hand, he catches the Jamshedpur bound train with sparkling mind.

But, on the way, he encounters a lethal accident that plunges him into a macabre trauma, which preoccupies his hitherto sedate mind eerily, being aggravated by the physical bruise additionally. He is so profusely convulsed with fear that during his bed-ridden state for months, he perspires occasionally, being agitated by the ghastly 'nightmares' of the appalling disaster. He feels himself genuinely indebted to 'The Overcoat', and thereby to Nikolai Gogol, as it were the crumpled wad of pages of the story that seized the attention of one of the rescuers, when they are dropped involuntarily from the squeezed hand of Ashoke, which he 'raised' with all his exhausted strength to signal his survival from the 'Tryst with Death'. Eventually, during his 'confinement' to bed, he determines to be engrossed in his engineering books, as they catalyse in the actualization of his helpless resolution of 'walking away, as far as he could' from India, as his birthplace will not let him be oblivious of the grisly tragedy he experienced, and its consequent trauma, he dreads, will haunt him forever. Thus, it was only to escape the stressful impact of the gruesome misfortune, that he clenched a 'full fellowship' of his engineering studies abroad, with the hope of sustaining an unperturbed life there, as the distance, he hoped, will have a balmy effect on his bruised mind. But, his hope proves futile, and even after the seven years of settling in America, he is frequently agonized by the reminiscence of the waning and 'horsely' whispering cry for help of the half-dead people, who got trapped in that cursed train, and by his own blood-soaked,

claustrophobic waiting, which seemed to him, as if, to prolong for eternity, before getting redeemed by the rescue team. The persistent fear unnerves him so dismally that even the wailing of the children alarms him with deepest dread, or that a pent up feeling appals him in cars unless the windows are open on both sides or that he suffers from a propensity to inspect the solidity of his ribs occasionally by pressing them hard. Now, it is the birth of Gogol that motivates Ashoke to alleviate the affliction of his discomposing memory, and thereby to maintain a relatively buoyant life henceforward:

Ever since the day, the day he became a father, the memory of his accident has receded, diminishing over the years. Though he will never forget the night, it no longer lurks persistently in his mind, stalking him in the same way. (page-40)

Consequently, this moment appears to him to be his 'third' reincarnation, the previous two being his actual birth and his rescue from the catastrophe.

Now, while Ashoke craves to eliminate certain facts from his memory to sustain an invigorating, salubrious life, Ashima, on the other hand, clings to some particular tokens of her past to escape the torment of alienation and forlorn state in foreign land. Habituated to spend life with the company of family, relatives and familiars, Ashima suffers from the distressing feeling of desolation and solitude, when she first witness the 'real glimpse' of the habitat of Massachusetts, where she arrives with Ashoke after their marriage. An aggravating feeling of bleakness engulfs her, as the verdured surroundings, she is familiar with, here turns out to be 'leafless', and the bustling locality, she is accustomed to, appears to be unpopulated. But confining this bleak 'disappointment to herself', she writes her parents, eulogizing the ultra-modern amenities, that this new life is furnished with, as she is reluctant either to aggrieve Ashoke or 'worry her parents'. However, she soon feels throttled with this ostracized solitude, though she strives hard to be entertained by preparing new dishes for Ashoke, or by strolling along the avenues of Massachusetts, or by 'treating herself' with cone-shaped ice creams, and misconstrues these distractions to be the specimen of a hilariously contented life, when Ashoke remains busy with his study, being a doctoral candidate, most of the time.

Later, the news of her being pregnant aggravates her annoyance further, as this phenomenal phase of experience, necessitates the care and company of near and dear ones, which she will never be endowed with in this foreign land. This is vividly ascertained by her lying 'listless and silent' throughout the day, and by her loathing for the tea that Ashoke prepares for her, before leaving for the university. Occasionally she besotted herself with the rough Bengali fonts of *Desh* magazine,

as they rejuvenated her sustainability by consolidating her with replenished self confidence to refute the feeling of seclusion. The sheer contrasting environment and lifestyle before and after her marriage, frustrates her so utterly that she is fretted not so much with the excruciating birth pang, that she is going to encounter, as with the hazardous inconveniences that she has to withstand in rearing up the new-born baby, without the guidance, supervision and exhortations of the elders:

It's the consequence: motherhood in a foreign land... That it was happening so far from home, unmonitored and unobserved by those she loved...But she is terrified to raise a child in a country, where she is related to no one, where she knows so little, where life seems so tentative and spare. (page-7).

That she is afflicted by trauma, caused by the perplexing *modus vivendi* of the host country and its ensuing alienation, is palpable, while at the time of expressing her obsession mostly with the perfect anatomical features of the neonate and not with its gender, Ashima makes an incidental grammatical mistake, which generates in her an identical spasm of 'her last contraction'. But, on the contrary, she appreciates the dynamic ambience of the hospital, regardless of its being fraught with unfamiliar foreigners, as it keeps her aloof from the smothering despondency, which enkindles a feeling of commiseration in her, for her baby boy, because she shudders from the anguish of the impending loneliness and deprivation that he has endure in upcoming future. She is so disgusted with this palatable solitude, that she finally unbosoms her disapprobation to Ashoke to nurture Gogol in this milieu of estrangement, blatantly. Her relatives, especially her father used to send her letters, making her cognizant of the occurrences in Calcutta, and thereby reinforcing her attachment with her motherland. Now, these letters, which she reads and rereads multiple times, and particularly the skilful paintings of her father at the edges of letters, serve as a haven to Ashima to withstand the onslaughts of secluded life.

Every year, she dumps the letters to peruse at least once and relive those incidents and moments conveyed in the letters, which makes her nostalgic and tearful, as they are the panacea of her exasperation. Hence she feels grateful to the letters, which "conveyed weekly, faithfully, across continents-- all the bits of news that had had nothing to do with her life in Cambridge but which had sustained her in those days nevertheless". But, ultimately these tokens of affection and attachment, which she adheres to so endearingly, does not bestow her with enough fortitude to grapple with the toilsome undertaking of fostering her son single-handedly, and she burst into incessant weeping day in and day out. Eventually, she refuses to succumb to the adverse life conditions, and resolves to retaliate against them, by confronting the inconveniences with all her vigour, instead of feeling vulnerable. Hence,

incidentally when she runs out of rice, she resolves to defy the anxiety, caused by the hassle, by purchasing a bag of white long-grain rice herself, and thus learning to grasp dominance over the hurdles of adversity. And what is more, it instils in her a marvellous amount of self-confidence, of which she preens herself :

She begins to pride herself on doing it alone, in devising a routine. Like Ashoke...she, too, now has something to occupy her fully, to demand her utmost devotion, her last ounce of strength.(Page-20).

However, the central protagonist, Gogol, is affected with an idiosyncratic sort of agitation, as it is his name that ensues a bizarre, dismaying embarrassment for him because of its outlandish association to his namesake. Gogol was named after the celebrated Russian dramatist, Nikolai Gogol, as his father cherishes a deep rooted affinity towards the playwright, who, as is believed by Ashoke, reincarnates him from the verge of death, which he had almost confronted with at the time of a life-altering misfortune in India. Now, this nomenclature, spurts no initial reverberation, and Gogol, indeed, associates himself so much with this name that when Ashoke ventures to enrol his son in the kindergarten with a different name, Nikhil, determining to ascribe it to be his official name, while the previous one, destined to be his 'Daaknam', according to Bengali culture, Gogol declines to response, when being called by the new name. Ironically, Gogol starts resenting the name 'Gogol', which he adheres to so endearingly in his childhood, after arriving at his adolescence, as he has to explain everyone the meaning of it, because it sounds so clunky and gawkish.

He... even hates signing his name at the bottom of his drawings in art class. He hates that his name is both absurd and obscure...He hates having to live with it, with a pet name turned good name, day after day (page-39).

Even, he too feels embarrassed, when he cogitates to introduce himself to a girl, while out on a date, as his oafish sounding name, he thinks, will mar the romanticism, attached to the opportune moment. Gradually, this feeling of aggravation, relating to the gaucherie of his name, gets augmented and it reaches its acme, when Mr. Lawson informs the students about the assignment that incorporates Nikolai Gogol, because by then Gogol is almost exasperated with the relentless dissection and investigation about his namesake by others. Gogol is intuitively vexed at the sight of the imprinted name of Russian Gogol, as he feels an instantaneous impulse to distance himself from his namesake, as he is already frustrated with its uncanniness:

The sight of it printed in capital letters on the crinkly pages upsets him viscerally. It's as though the name were a particularly unflattering snapshot of himself that makes him want to say in his defence, "That's not really me." (page-46)

This ongoing detachment fosters, in him, such a sense of apprehension and trauma that gets overawed at the discussion or even at the utterance of his namesake in the class, and therefore, he heaves a sigh of relief, when Mr. Lawson chooses, initially, to discuss Maupassant's 'The Necklace', instead of 'The Overcoat' by Nikolai. But this escape from the consternating uneasiness, does not elongates, as on the very next day, the professor writes Nikolai Vasilievich Gogol in capital letters on the board, plunging the protagonist Gogol into an ocean of discomfiture. He begins to correlate himself with the every detail of the dramatist's life, as if it were his own, and begins to recoil introspectively, despite his attempt to retaliate by concentrating on the eponymous association of most of the students with some legendary literary personality in one way or other. Gogol feels radically crestfallen, when Mr. Lawson mentions that Nikolai, one of the most 'brilliant' Russian playwrights, was 'a hypochondriac and a deeply paranoid frustrated man', who had problems in 'making friends' and thereby typified the phrase 'eccentric genius', because by that time Gogol has started to connect himself with these incompetences, with the outcome that 'each time his name is uttered he winces'.

He suffers from an aggrieved antipathy to his parents, as they single out for him the most queerish namesake, which is not only bereft of 'gravity and dignity', but suffers from a meagre plausibility, as it is not Gogol but Ashoke, who feels intrinsic association with Nikolai, and therefore, he thinks, it is an absolute impertinence on the part of his father, to name him after a capricious Russian. He harbours a feeling of being betrayed by Mr. Lawson too, as the professor, Gogol suspects erroneously, unveils the imperfections of Nikolai intentionally to humiliate and embarrass him in the midst of other pupils, by hinting at eponymous resemblance between the Russian Gogol and the protagonist, but his classmates however, he witnesses astonishingly, exhibit a nonchalant attitude to care for this kind of association, and are rather curiously engrossed with putting down the details of the dramatist's personal traits. He, even, indignantly chastises his own preposterousness in sticking maladroitly to his reluctance to the initiative of his father to rename him from 'Gogol' to 'Nikhil' officially, as his parents realized beforehand that his former name may engender a lot of unwarranted inconveniences in near future because of its unfamiliarity, and thus himself marring the possibility to exterminate this present cause of trauma, unwittingly, at the very initial stage.

Finally, when Mr. Lawson elaborates in detail the terrible inhuman treatment to reinvigorate Nikolai from his severe ailment, the whole class starts moaning at the ghastliness of the therapeutics and Gogol 'discreetly presses his hands against his ears' to skip listening to the horrible particulars of the restorative enterprises. Thus, Gogol begins to loathe his name and its namesake so severely that he reprobates to read a single story of the anthology, written by the Russian, and flings it 'deep into the locker', though it was gifted by Ashoke on his fourteenth birthday with the high expectations that the book will administer on his son the identical kind of obsession, as it hurls on the mind of his father years ago.

Fortuitously, Gogol utilises a chance to reinvent his identity by introducing himself as 'Nikhil' at a party to a girl named, Kim, and consequently initiating the process of shattering the shackles of the 'foxlike' Russian, incorporated with his name. To Gogol's relief and exhilaration, his new denomination, which is epithetised by the girl as 'lovely', inflates his confidence exceedingly to build a resurrected individuality, that serves as a gateway to escape from all the previous embarrassment, discomfiture and perturbation, associated with his former self as 'Gogol'. A feeling of exultation enthral him so intrinsically that he begins to accomplish daring feats, astonishing his companions with this new reinvigorated incarnation. Ultimately, he consummates to supplant his previous nomenclature with this new felicitous appellation, 'Nikhil', as it not only liberates him from the uneasiness, humiliation and frustration, and the consequent trauma, attached to his former self as 'Gogol', but stimulates his previous confounded confidence and self-esteem by enkindling his immanent potentialities:

He wonders if this is how it feels for an obese person to become thin, for a prisoner to walk free. 'I'm Nikhil', he wants to tell people who are walking their dogs, pushing children in their strollers, throwing bread to the ducks. (page- 52)

But, while the motif of escapism pivots focus conspicuously on the metamorphosed nomenclature of the protagonist, there is an ancillary kind of eschewal that Gogol deliberately maintains before the demise of his father, from the Indianness and its way of living, thinking and expressing overwhelming kind of love as well as consuming sense of possession. Strangely enough, he longs for solitude and private isolation, which used to petrify his mother, though subsequently he realizes the healing effect companionship on his tormented psyche which is ensued by the lacuna, stemming from the unanticipated death of Ashoke. From the very outset Gogol nurtures an innate antipathy for the Indian way of living with apportionate accommodation, as it disinherits, he thinks, one of his privacy, individual preferences and confidential predilection. Naturally, though the visit to

Calcutta serves for his parents, as an access to indulge themselves in an unshackled and unencumbered mode of existence, Gogol cringes from vacationing in India, as it leads to a claustrophobic confinement, for him, without the amenities of a 'room of his own, without his records and his stereo, without friends'. The divergence of opinions and beliefs between his parents and Gogol broadens the hiatus of the exclusive and enduring bond of the parent-child relationship so extensively that he procures his appointment as an architect in New Haven instead of Massachusetts, where his parents dwell, as it imparts him an opportunity to escape from the grudges of unsolicited parental prying into the affairs of his life. He sustains an irritating abhorrence to the 'perpetual fear of disaster' of his parents, who have not been able to amalgamate themselves with the American way of living and therefore cling steadfastly to the Indian culture and the frequent assembly, which Gogol execrates disdainfully, of Indian friends to maintain their confidence for living in the foreign land.

Therefore, he feels fantastic, when he becomes familiar with the unflustered buoyant life of Maxine, and gets 'thrilled' at the privilege of living with her together, as its advocacy of an unconstrained and credulous freedom, its considerate and congenial relationship between parents and children without any circumscription or ignominious intervention whatsoever, fascinates him so much that he feels relieved to escape from the orthodox, exasperating restrictions of Indian way of living, and let himself be indulged by the Ratliff's emancipated lifestyle:

There is none of the exasperation he feels with his own parents. No sense of obligation. Unlike his parents, they pressure her to do nothing, and yet she lives faithfully happily at their side. (page- 69)

Contrastingly, the congested congregation of the Indian friends, who enkindle a sequestered sensation in him, at the apartment of his parents, the parties in Maxine's house, stimulate an electrifying impression and charming exhilaration from Gogol, with their embellished gathering of classy personalities. He is so bewitched with this Americanness that he doesn't even hesitate to aggrieve his mother by cognizing her of his reluctance to send off his father, who is moving to Ohio for a research project, by denominating it as 'ordinary journey', which requires no such assiduous commitment, and spurts his preference to spend his weekend with his girlfriend at New Hampshire. The incessant inquisitions of Ashima and her concern about his health and hazards irritates and frustrates Gogol, as they seem inessential to him, and that is why when his mother rings him twice at Maxine's parents to impart him the news of Ashoke's unexpected demise, he unknowingly exhibits a nonchalant attitude and frets at Ashima's sparsity of propriety and

decorum. Being conversant with the luxury of the Ratliffs, Gogol feels wretchedly embarrassed at the ignorance of his mother, when she categorizes the location of their apartment to be one of the prime areas in America, without having any notion about what kind of flamboyance Maxine is accustomed to. Therefore, he feels relieved to 'be back in her world' after the rendezvous with his parents on the occasion of his birthday, as all the cares and attachment that his parents bestow on him, seems to be unnecessary, and aggravates him uncomfortably in presence Maxine.

Escaping the obligations, pressure and liability that, he thinks, his parents ever burdens him with, Gogol relishes the vacation with the Ratliffs very engrossingly, and the time spent in New Hampshire seems to unfurl the essence of leisure to him, instilling his disgust to all the former holidays, which now appear to be 'overwhelming and disorienting'. Sometimes, he is moved with commiseration for the sequestered life of his parents during his outing with Maxine, but at the very next moment he heaves a sigh of relief, being secluded from the disturbances of his parents in 'the cloistered wilderness'. Thus, he is ripped within between his conflicting selves: one, which empathizes with the assiduous struggle of his parents in the foreign land, and the other that strives to escape from the inquisitive parental concern and demanding obligation, which are the outcome of typical distinctiveness of Indian culture. Now, it is the untimely death of Ashoke, for whom Gogol cherishes a deep sympathy and attachment, after being apprised of the excruciating pain and trauma, which his father was so burdened with, that makes his latter self yield to the former, and therefore he turns down Maxine's proposal of escaping from the hassles and annoyance, consequenced from his father's sudden passing away:

"It might do you good", she says, tilting her head to one side. She glances around the room, "To get away from all this.

"I don't want to get away".(page-89)

During her adolescence, Moushumi, one of the primal characters of the novel, comes under the gruelling grasp of desperate loneliness, as she experiences multiple infatuations all through her school life for various American boys and men, whom 'she had silently, faithfully, absurdly desired', though not a single crush of hers culminates into serious relationship. Now, this bizarre series of obsessions exclusively for the Americans, originates from the tussle of aspirations between her parents, who admonishes Moushumi ceaselessly not to marry an American but favour a Bengali, and herself, who wishes the contrary. Inevitably, her incompetent and futile striving to be involved into a romantic liaison with any of the Americans, results into fathomless irritation and its concomitant overwhelming

frustration, as her unaccomplished longing is emanated, she realises, from her extreme complaisant persona, lack of self confidence and her nonchalance to trendy grooviness. Now, being equipped herself with scholastic study, she decides to retaliate this humiliating disappointment by rebelling against her previous priggish virtuosity, and forearms herself, secretly, for four years at the end of college by being engaged intensely in the study of a third language, i.e., French. Initially, her strategic determination to embrace a third culture originates from her plan to make equal distance from the endearingly preferred culture of both her parents and herself, namely Bengali and American respectively.

Turning 'deaf' ears to the protestations and expostulations of her parents, she desperately reaches Paris, for her dissertation with the little money she has, but with 'no specific plan', as she earnestly aspires to 'escape as far as possible' from the frustration, ostentatious virtuosity and humiliating depression. In order to compensate for the insatiety of her ineptitude in getting herself involved into any romantic entanglement, she begins to ensnare herself into promiscuous carnal encounters effortlessly and unhesitatingly with strangers, as it provides her means to satisfy the ungratified emotions during her school life and to escape from the previous disconsolation and wretchedness. She 'reinvented herself, without misgivings, without guilt', and transforms her former self, fraught with incertitude, compliance and diffidence into a brisk, nimble and fascinating girl, who allows unknowns to buy her drinks or to take her into their apartments without assessing the consequences. Her relationship with Graham develops from one of these messy nooky encounters, because after all she craves for a settled love life, and not for unfamiliar partners to be engaged in novel concupiscence indiscriminately at every turn.

And therefore, after the encounter with American Graham, she moves in with him into a serious relationship, without judging deeply the requisite amount of compatibility, commitment, respect and appreciation that one must feel for the other in a productive and competent relationship. It is she, who proposes Graham for marriage all of a sudden, as she feels perpetual, passionate aspiration for securing an American husband, and brags of her present blossoming, dynamic relationship to be the outcome of her sloughing 'an invisible net', which encircling her nature, occasioned her loveless school life. In haste, she misconstrues the pretence of Graham, who affirms in ceremonial discussions to have enjoyed the crowd of in-laws in Calcutta, while in reality he would be bridegroom professes, in his intimate circle, that his formal confrontation in Calcutta spurts nothing but loathing for the culture, customs and rituals of Bengalis. In the excitement of demonstrating the

calibre of her fruitful escape from her dawdy, ungroomed self into the new de rigueur avatar, which, she believes, has the faculty of being involved into any serious affair of the heart, Moushumi fails to perceive her lover's innate individual traits, his dissimilar taste and preference, and it results into another inefficacious enterprise to forge an exuberant romance. Unavoidably, she is immersed into an utter despondency, to escape from which she now accommodates herself into some of her friends' apartments, but their happy love life casts such a striking contrast with her miserable lot that she cannot help harbouring into a solitary seclusion quite contrastingly, as it was this reclusive life, which she now clings to so helplessly, enkindled her frustration, previously, in her school life. Naturally, it seems that her decision, once again in haste, to marry Gogol is a strategy to escape the depression, caused by the whole Graham episode, as according to Donald, she is totally 'devastated' after her break up with Graham. That she has decided beforehand to take refuge into the marriage with Gogol, is evident from her unenthused tranquillity, when Gogol proposed her with the diamond solitaire, as it was quite 'expected' and deeply sought for, while his birthday present of her favourite hat, enkindles her 'literal' surprise, as it is unthought-of. Thus, the kind of romance, which is generally sparked off by unexpected surprises, is awkwardly absent from her marriage proposition, as their engagement flourishes from prudence and gratitude, and not from passion and genuine love. Basically, Moushumi is far estranged from Gogol's emotions and sentiments and it is proved once more, when she blurs out suddenly out of 'joke' before her friends, the eponymous change of her husband, though Gogol elaborately described to her the kind of sentiments and awkwardness, his father and Gogol feels respectively, relating to his former namesake, and how Gogol suffers from a guilty conscience for changing his name. Naturally, the moment Moushumi finds a gluttonous opportunity to be involved adventurously in a clandestine affair with her former crush in school, she readily immersed herself into it, without any flicker of rigorous tussle between her conscience and temptation.

The Transmutation of the Primary Characters into the Transnational: The primal characters of the novel exhibit some of the typical tenets of mettlesome personalities, who are engaged in the struggle of life to prove their potentialities and to shine in the battle, conquering the impediments of adversities. Now, in the endeavour to appear as the champion, subjugating the hostilities, each of the major characters undergo a process of resurrection, by which they renovate their calibres of adaptability and momentum of aspirations, and thereby approaching unconsciously towards transnational personas, who shatter the boundaries of nation,

culture and race, in their arduous enterprises to survive. Transnationalism refers to, according to Steven Vertovec, the diffusion and extension of social, political, economic processes in between and beyond the sovereign jurisdictional boundaries of nation-states. Here in *The Namesake*, Ashoke suffers from the agonizing terror of the ghastly accident during the initial years after his transit to America, but hopefully the birth of Gogol mars the intensity of the trauma, attached to the mishap, and he gets involved gradually in the process to associate himself with the foreign conventions and in the pursuit of his professional ambition. Now, as the grisliness of the trauma stops lurking in his psyche, he finds no difficulty in engaging his unperturbed mind in the integration with the host culture and celebrates its characteristic festivals with the complete traditional intensity. But he retains within himself the innate distinctiveness of his Bengali customs as well, which is evident in his traditional shaving of his head, after receiving the news of his father's demise, though he had to wear a cap to work, to hide the scabs on his scalp. Thus, associating the host culture with his home culture, Ashoke aspires to achieve his long cherished ambition "to see his name printed under 'Faculty' in the university directory successfully and emerges, dissolving every peripheral restrictions, as the archetypal figure of an ambitious man, who materializes his passion with steadfast effort, diminutizing the drawbacks. On the other hand, Ashima is so acutely traumatized with her early days of loneliness and alienation in America, that she begins to inculcate an intense feeling of disgust towards the inconveniences and anxieties, attached to her recent identity as an immigrant:

For being a foreigner, Ashima is beginning to realize, is a sort of lifelong pregnancy-- a perpetual wait, a constant burden, a continuous feeling out of sorts...It is an ongoing responsibility, a parenthesis in what had once been ordinary life, only to discover that that previous life had vanished, replaced by something more complicated and demanding. (page- 27)

Eventually, she realises that only by confronting the adversity with courage, one can exterminate its overwhelming effect, and therefore, to nullify the crippling disappointment of seclusion, Ashima starts engaging herself in the assiduous household errands, which results in her remaining busy with the frequent visits to stationery stores and supermarkets to meet up trivial requirements. She also devises means, such as idling away time at the reading room of the public library or selling samosas in Ashoke's university campus or making greetings cards or spending a whole day in reproducing an elephant, which her father had painted in a letter for Gogol, to escape the gruelling grip of solitude. She, in her early days, encounters difficulty in incorporating the dissimilitude of the host culture, and not only uses her

intense attachment with the Bengali culture as an instrument for surviving the dire solitude in America, but strongly advocates for the adherence to their essential culture by her children too. Therefore, she teaches Gogol to memorize the poems of Tagore and arranges for his Bengali lessons as well.

But, gradually she embraces the American culture with its characteristic customs and rituals, by involving herself with its feasts and festivals: more to comply with the jubilant mood of her children than to carry out her own refreshments. Moreover, the 'small miracles' like the recovery of her lost gifts 'without even a teaspoon missing' augment her slow but steady assimilation and attachment with the American way of living. Ashima utilises her outstanding skill of cooking delicious Indian dishes, as a nexus to unite the contrasting cultures, as she impressed not only her ever-enlarging gathering of Indian friends, whom she considers 'the closest thing' to family, but even an out and out American like Maxine, who sincerely applauds the savour of her preparations. Thus, by clinging to her innate culture, Ashima accepts the host one, of course, not with its free and flexible liberties but certainly with modifications. Ashima, ultimately, decides to spend her year by dividing it in equal halves between India and America, exhibiting her agility to be at home with the culture and modus vivendi of both the nations, and thereby appears, ripping all the shackles of customs and cultures, as the prototypical mother figure with transnational potentialities.

The central character, Gogol, in spite of his mother's earnest endeavour to develop in him an intrinsic attachment for the Indian culture, feels vexed at its traditional restrictions and limitations, and its way of adjusting and collaborating basic amenities of life, as it hinders in sprouting innate individuality. Later in his adolescence, he experiences similar kind of frustration, when his parents disapprove his engagement with Ruth on the ground of his least intention of marrying her, because it does transgress the innate norms of their culture. His revulsion for his parents' obnoxious intervention into every affairs of his life, serves as a key factor in his involvement with Maxine, as her unobstructed liberty ensnares his earnest desire for an unaccountable free life. Thus, born and brought up amidst the liberal atmosphere of America, Gogol feels an essential detachment from Indianness, though he descends from an Indian pedigree. Gogol's evolving as the transnational character, who incorporates Indian creeds and ethos within his American-minded psyche, is one of the strikingly remarkable developments of the novel, as he used to be annoyed by the collaborative adjustment of the Indians, regarding the elementary requirements of life, and with their innate craving for congested gathering at the slightest cause for celebration, from his very childhood.

The death of Ashoke, who has instilled in Gogol a feeling of intense commiseration for him, heretofore, by unveiling to his son the details of his prolonged suffering from a macabre trauma, changes the whole scenario, as Gogol starts to perceive, by now, that it is the deep attachment, which Indian parents cherish for their offsprings that precipitates their inquisitive behaviour. The incidents and confrontations, which seemed to be the encroachment into the intimate sequestration of an individual, now appear to Gogol as pertinent, congruent and remissible, as they are propagated from the propinquity and profound endearment, which the Indian elders intrinsically feel for their youngsters and which denominate these intermeddlings to be legitimate in every aspect. Consequently, he affiliates and commingles his essential Indian culture with his American disposition, and thereby heralds a favourable situation for the cultural interpenetration that incorporates openness towards the other and promotes harmonious cultural interaction.

The Role of Migration : Migration plays a crucial and formative role in contriving gateways for the diverse kinds of escapism of the prime characters, as they are eager to get away either from the gruesome trauma and stifling alienation, or from the clunky vexation of namesake and from the frustration of ungratified romance. In this striving to get away from the gruelling backdrops primarily, they have been successful in attaining their ambitions, in trimming their own deficiencies and limitations, and finally assimilating themselves with the mainstream of the society, with the help of dauntless and steadfast volition. Securing full scholarship for his study abroad in order to unburden himself of the trauma of the already discussed disaster, Ashoke prepares the passage of his flight to America, though his ghastly experiences haunt him even in this foreign land. His speculation that by moving to the alien province, he will no longer be tormented by the afflicting memory, is shattered by his occasional incubus, from which he wakes up with 'muffled scream'. It is very much true that the birth of Gogol uproots from his mind the grisly effect of the horrendous accident, but migration elongates the way for the accomplishment of his aspiration 'of lecturing before a roomful of American students', as he would not have actualized his 'ever dreamed of' occupation, had not the thought of migration to America occurred to him, and thus plays a pivotal role in superseding his appalling trauma with the 'thrill' of success.

Now, Ashima reaches America with Ashoke to settle there, but because of the wistful attachment for India and her kith and kin, she fails to assimilate herself with this foreign land initially, as she cherishes a dispassionate detachment for its frigid environment and strenuous way of life. Naturally, an unmoored consciousness

seems to blight her mental tranquillity and she suffers from restlessness and alienation, but gradually she begins to evade these harsh feelings by making herself involved in the affairs and hardships of this new mode of living. However, the abrupt decease of her husband, once again casts her unanchored and estranged, though this time she behaves in a more sagacious and imperturbable idiosyncrasy, and decides to retaliate this catastrophe by deciding to spend half of the year in her brother's house in India and the rest in America. This nonpareil resolution to surmount the predicaments, it is true, provides her with an arrangement to maintain a balance between her wistfulness for the motherland and her responsibilities to her offsprings, living in America, but it certainly transforms her identity from an immigrant to that of a migrant, who, however, is able to reconcile her desire and duty with this social standing.

Thus, while Ashoke and Ashima are estranged unwillingly from their relations due to circumstances and compulsion, and used to crave for the company of their respective parents, Gogol and Sonia, quite contrastingly, seclude themselves from their parents intentionally, even endeavour to avoid their association, as it, they think, encroaches their privacy, space and independence. Ashima neither comprehends nor feels the urge to argue her children's rationale of distancing themselves from their parents in the name of fortifying individual space, but, with stoic resignation, stops bothering them with questionnaire and expecting any attachment from them, who now appear to her as 'vagabonds'. The Ganguli children recurrently change their apartments and roommates for the fruition of their aspirations, without being apprehensive of the ensuing solitude, which usually flings Ashima's forte in dire trouble, as it is not 'such a big deal' to them. But, their unmoored existence, inevitability, does not foster in them the feeling of possession and belongingness, which is so very obvious in Ratliffs, that they not only feel intrinsically attached to their residence but also to 'the moon that floats over the lake, and the sun and the clouds'. The profound intensity of steadfast attachment that Maxine feels for the place of their family vacation, where they frequent every year for revelling, is something foreign and inconceivable to Gogol, as he is moored up arbitrarily at various locations, during his academic and professional life, having sporadic time for the development of such earnest, precipitated passion.

The idea of returning year after year to a single place appeals to Gogol deeply. Yet he cannot picture... occupying a house like this, playing board games on rainy afternoons, watching shooting stars at night...(Page-77).

Thus, though cannot be called migrant etymologically, Gogol and Sonia spend their youthful days nomadically, with the prospect of augmenting their career potentially, and without caring for the affinity either to their parents or to a

particular place, as that befits their respective aspirations. It is true that they are not afflicted with the pangs of incidental expatriation from one nation to the other, but they literally undergo a voluntary deportation from one place to the other within a country. While an obligatory migration bears with it the wretched despondency of uprootedness, the deliberate dislocation does not possess that crushing sensation, as the nomadic existence in the second-mentioned circumstance does not accumulate, within it, a sense of firm attachment to any place, due to lack of propitious precipitation. This lack of affinity for a preferred location on the part of Gogol and Sonia, prompts them to designate their temporary shared residence with their roommates, as their home, without enkindling any 'home, sweet home' sensation, which their parents cherish fundamentally for their native land. That is why Gogol does not hesitate to denominate his transient residence at New Haven as 'home', which vexes Ashima so essentially that she goes on grudging for the whole day on the austere contrast between Gogol's rootless itinerant existence and her profound impassioned attachment with India and not with America in general, in spite of residing there for over twenty years. And, it is this feeling of rootlessness and lacking of attachment to anyone or anything that engenders their sequestered existence, aggravating their sense of loss and impoverishment. Therefore, Gogol and Sonia, may not have been agonized with every difficulty or disadvantage of a 'literal' migration, but certainly have encountered some archetypal inconveniences of diaspora.

Conclusion: From the above discussion, naturally, it is very clear that all the major characters of *The Namesake*, unknowingly, transmute themselves into transnational figures, being involved in their arduous pursuits to escape from the trauma of the excruciating recollections or the crushing alienation or the humiliating embarrassment, and thereby seem to justify substantially, yet incidentally, the congruity of their namesakes, while migration plays an undisputed role in this tenuous journey of accomplishing their commitments.

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Team Teaching As A Strategy For Teacher Preparation

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ABSTRACT

Team work improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Team teaching is one of the innovations developed only with the intention to improve the teaching-learning process in the classroom. It may be stated that team teaching consists of a formal type of co-operative staff arrangement in which two or more teachers co-operatively work out a plan, carry it out and evaluate its effectiveness as it relates to a specific group of students.

Key Words: Teaching Ability, Achievement.

Introduction:

Every year, thousand of prospective teachers turn out of the portals of teacher educational institutions over the next decade, these teachers will be responsible for teaching children who will be at the helms of affairs guiding India's progress in social, political and economic arenas. Empirical evidence has established that the single most important element in a child's success at learning probably the element more important than all the others put together, is the quality of the teacher. Thus, enrichment of teacher's quality is as much important as the process of instruction and teacher education institutions are responsible for improvement of teachers' quality which ultimately affects the students' learning as a whole. With the advent of educational technology and information technology, the entire teaching-learning process has undergone a change. This change will be felt more and deeper with the passage of time and will significantly, affect the profile of the learner as well as the teacher. The teacher still remains the most potent force but there would be new dimensions to the knowledge, pedagogical evaluation and affective aspect of the teaching-learning process. Teacher preparation has to orient itself taking cognizance of these far reaching changes. With passage of time a number of teaching models and strategies have innovated and implemented to see the necessary changes in teachers' behaviour and to make them competency based and commitment oriented school teacher. Besides various models of teaching for teacher-trainee to develop and enrich the teaching competencies and commitments among them, 'Team-teaching' is relatively a new strategy in this direction. Various

teaching strategies may aim at certain common objectives and may therefore be similar in expected learning outcomes but they may differ in their approaches to attain the specific objectives. Thus, like other teaching strategy, the objectives of team teaching by and large fall in the cognitive and affective domain. When the studies take the context of classroom teaching in school, the sample involves school children while in the context of study at teaching training level the subject involves teacher trainee. The dependent variable in two situation would be learning outcome in specific subject area by students and learning outcomes in terms of skills and competence of teacher in teaching respectively.

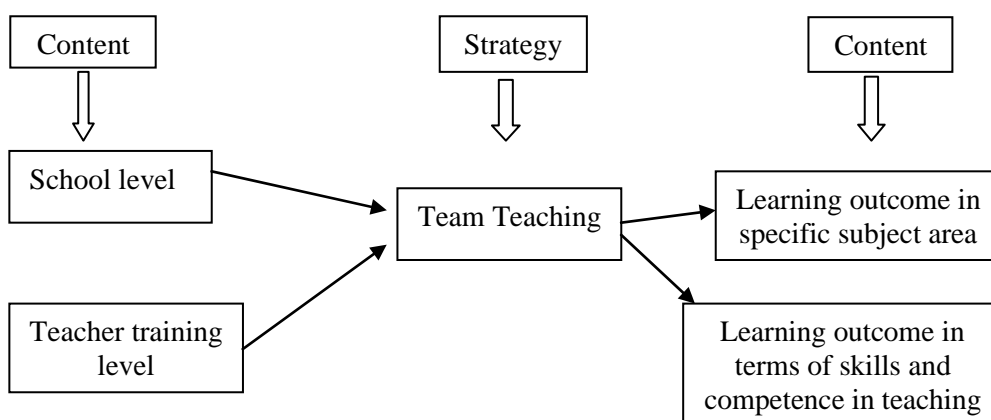


Fig. 1 : The objectives of Team Teaching at different level

In western countries Team Teaching is no more an innovation and it has been used for four decades to improve the quality of instruction, but in our country it is at its infant stage. So, awareness among teachers and teacher-educators should be made to implement the strategy to improve quality of instruction and to use the expertise of teachers properly in our country.

Review of Research Studies:

Fourth Survey of Educational Research, Buch (1991) and Fifth Survey of Educational Research, NCERT, Vol. – 1 & II (1997), were critically reviewed, but no reports of research studies relating to team-teaching were found. It is more important therefore, to conduct research on team-teaching carefully to estimate the effectiveness of this strategy for teacher preparation.

Objectives of the Study:

The objectives of this study were, (i) to make familiar with the concept of team teaching, and (ii) to sketch a plan for implementing team teaching strategy in the process of teacher preparation.

I. What is Team Teaching ?

The idea of 'Team teaching' is comparatively new in the field of education. It is one of the most interesting and potentially significant recent development in education. It is an organisational structure to improve teaching learning process in the classroom. It is an innovation in school organisation in which two or more teachers teach a group of students and the group is benefitted by the expertise of different teachers. The advocates of team teaching claim general improvement of instruction as well as more efficient use of teacher is possible through it.

Definition of Team Teaching:

The reviews regarding team teaching are changing with passing of time. Different experts and authors defined team teaching in their own way though it is not possible to present all the definition of team teaching in this paper. one standard definition given by Shaplin J. T. (1964) as "Team teaching is a type of instructional organisation, involving teaching personnel and the students assigned to them, in which two ore more teachers are given responsibility of working together, for all or significant part of the instruction of the same group of students". Another definition given by S. G. Callahan (1971), "Team teaching is that teaching-learning process, where two ore more teachers cooperatively formulate a plan, carry it out, evaluate effectiveness as it relates to a specific group of students".

In brief, we can say that, team teaching is a systematic arrangement where in several teachers with a leader and assistants and with an optimum use of technology cooperatively instructs a group of students, varying the size of the groups and spending staff time and energy in ways that will make the best use of their respective competencies.

Characteristics of Team Teaching:

- 1) It is an instructional arrangement.
- 2) It involves a group of experts, prepare objectives, teaching method, teaching outcome and task analysis. Thus, the team can learn many things from one another, which is not possible in traditional method.
- 3) It calls for team spirit in teaching.
- 4) Teacher in the team can sublime their ego and learn working in a group.
- 5) Democratic attitude and outlook is developed among the teachers as they work in a climate of cooperativeness.
- 6) In team teaching learner can confront different teaching activities.
- 7) Learning gap is minimised and monotony is arrested.

- 8) The team teaching method is flexible.
- 9) In team teaching teachers need to decide their activities by themselves.
- 10) It is a collective responsibility.
- 11) Teaching and evaluation both done on the co-operative basis.

Objectives of Team Teaching:

Team teaching purports at the realisation of the following objectives:

- 1) To bring about improvement in instruction.
- 2) To make the best use of the expertise and talents of teachers.
- 3) To develop the feelings of cooperation and group work among the teachers.
- 4) To make the best use of the resources of the institution.
- 5) To develop the feeling and sense of shared responsibility among teachers.
- 6) To expand the scope of teaching good things to students in most effective manner.
- 7) To increase flexibility in grouping and scheduling as the team teaching groups students according to their interests and aptitudes in the subject.

Origin and Growth of Team Teaching:

USA is said to be the birth place of team teaching. In 1955, it was initiated at the Harvard University. The second milestone was at Lexington in 1957. Francis Chase of the University and J. Leyod Trump, Director of the Commission on the experimental study popularised the movement in the secondary schools in the USA. In 1970's, almost all institution in the USA used team teaching in one or the other way.

Now several advanced countries in the world make use of team teaching to improve the quality of instruction.

Types of Team Teaching:

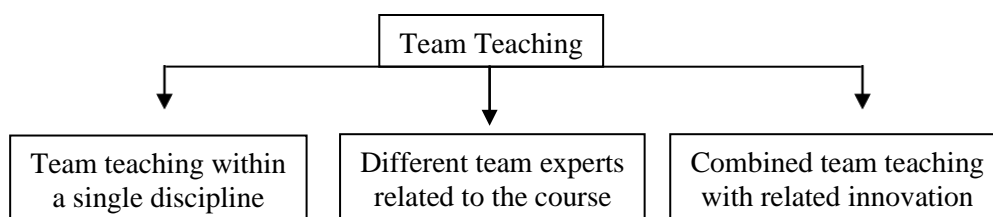


Fig. 2 : Three main types of team teaching

There are several team-teaching practices, in fact it is not easy to give an account of each. Some of these as Johnson & Hunt (1968) suggested are as follows :

- 1) **Team teaching within a single discipline** : Here a team of teachers carry on cooperative teaching in the same subject. For instance, two or three teachers of English may teach the subject together in the same class.
- 2) **Different team experts related to the course** : Here different teachers who are experts in their own fields are asked to teach together some course which is related to all of them.
- 3) **Combined team teaching with related innovation** : Here a few teachers who are interested in some innovations are asked to discuss their innovations of classroom teaching to one group of learners.

Procedure of Team Teaching:

As there are many types or forms of team teaching it is difficult to describe the general procedure of team teaching. However, it is true to say that the exact procedure of team teaching depends on three things.

1) Planning, 2) Execution, 3) Evaluation

Task-Analysis of Different Stages of Team Teaching:

1) Planning and Preparation:

- i) Selection of the topic.
- ii) Setting goals.
- iii) Defining objectives.
- iv) Assessing the entry behaviour of the subjects.
- v) Evaluating available resources.
- vi) Planning the working schedule according to available resources.
- vii) Selecting a teaching team.
- viii) Deciding on the level of instruction.
- ix) Selecting teaching strategies and media.
- x) Finalising evaluating procedure for measuring evaluation outcome of the pupil.
- xi) Preparing schedules for operation of the tasks.

2. Execution:

- i) Diagnosing learner's state (Entry Level Behaviour)

- ii) Presentation of the lesson by the team-leader according to the level of learner.
- iii) Following of actions by other team member.
- iv) Executing motivation techniques in pre-determined schedule by teachers and other workers.
- v) Supervising students activities.

3. Evaluation:

- i) Evaluating students at different stages by selected tools.
- ii) Diagnosing students according to evaluation results.
- iii) Adopting remedial measures.
- iv) Building experience for the next teaching episode.

II. Team-Teaching in Teacher Education:

Needs and Significance:

Due to the expansion of knowledge in every field, a single teacher, now-a-days can not control every level and every field of education. A single teacher now can not even give expertise review in a subject, specially at the teacher training level. The application and utility of Team Teaching is to be considered on this ground. In western countries, team-teaching has been successfully applied to improve quality of instruction in all level including teacher education. But in our country team teaching is at its infant stage. In the areas like Engineering, Medical Science, Management Studies etc., team teaching procedure is wisely employed through limited in number but a little better in comparison to the field of teacher education. Therefore, a constructive plan in this direction for teacher is worth needed.

Such type of studies will be helpful for awakening the awareness among school authority, administrator and employers of the teachers about the superiority of this strategy (Team Teaching) over traditional teaching strategies. Besides it both teacher-educator and teacher-trainee will be benefited through this techniques, when employed in the instructional process.

Composition of Team Teacher-Training Institution:

We know that success of a plan largely depends on having a balanced team, in which all the members feel their responsibility and willingly cooperate for the success of the plan. In teacher training institution the team is to be constituted by keeping into consideration, the number of teacher-trainee with the following

personnel –

- 1) The instructional scientist.
- 2) Method masters (T₁, T₂, T₃, from one or number of discipline).
- 3) Media expert.
- 4) Library assistant and
- 5) Clerk.
- 6) There will be a team-leader who would selected by his talent, expertise, and experience etc. The leader should have expertise in organising team, evaluation of student progress and diagnosing the teacher-trainee who are backward.

Guiding Principles of Team Teaching in Teacher Education:

- 1) Allocation of duties to teacher educators on the basis of their interests, qualifications and personality characteristics.
- 2) Size of the group in Team Teaching should be according to purpose.
- 3) Effective and judicious use of staff should be made.
- 4) Allocation of time should be made according to the need. Here maximum facility should be given to the team-teacher.
- 5) Teacher for the team should have same temperament to work cooperatively.
- 6) Proper learning environment should be created. For this reason there should be arrangement of laboratory, library, and audiovisual systems.
- 7) Learning behaviour of each teacher trainee should be assessed. Instruction to the team should be according to the level of the learner.
- 8) Supervision of teacher-trainee should be constructive and would be considered according to the group.

Instructional Values of Team Teaching:

In Teacher-Training Institution the usefulness of team teaching strategy can not be denied. In support to this, the value of Team Teaching in instructional process are as follows:

- 1) A team is better than an individual teacher.
- 2) Development of cooperative outlook.
- 3) Mutual evaluation of teaching quality development.
- 4) Higher cognitive and affective domain is enriched.
- 5) Development of professional status of team-members.

- 6) Evaluation procedure of Team Teaching is more enriched than general classroom teaching.
- 7) Free discussion: Students can discuss freely all things with teacher which does not happen in conventional classroom due to short time.
- 8) Flexibility in traditional classroom structure.

Advantages of Team Teaching:

- 1) Team teaching stimulates thought and discussion among teacher educators who are jointly responsible for a group of teacher-trainee.
- 2) A strong sense of involvement and responsibility develops among the students.
- 3) Team-teaching gives adequate opportunities to the students for free expression.
- 4) Team-teaching affords opportunities to the students to develop human relations essential for social adjustment.
- 5) Teachers are motivated to work hard for the development of their professional status.
- 6) Students get the opportunity to be benefitted by the special knowledge of teacher constituting the team.
- 7) It makes proper use of staff, equipment and the school building.
- 8) Team teaching helps in the maintenance of discipline as it makes the best use of the time and energy of students.
- 9) It helps teachers to evaluate the work of one another and provides opportunities for improving one's own teaching.
- 10) Ultimately team teaching helps in the improvement of instruction.

Limitations of Team Teaching:

1. **Traditional conservative attitude:** In general we seem to be wedded to the traditional routine methods. We resist any new innovation.
2. **Lack of cooperation.**
3. **Sharing of power.**
4. **Lack of facilities:** Our teacher-training institutions are not fully well-equipped as regards laboratory, library and work shop facilities.
5. **High costs:** Experience of advanced countries reveals that the cost of team teaching per student is relatively higher than the per student cost of conventional teaching.
6. **Lack of accommodation:** All institutions have no sufficient accommodation

facility. So, it is very difficult to provide separate rooms for small group teaching.

Suggested Best Practices for Faculty:

- i) Plan together.
- ii) Identify sources of information on team teaching.
- iii) Talk to others with experience.
- iv) Become acquainted with each others styles.
- v) Communicate (i.e. clearly define expectation).
- vi) Plan alternating, interjection strategies.
- vii) Attend each others' class.
- viii) Support each other.
- ix) Model Debate.
- x) Apply common grading standards.

Team Teaching in India:

In India Team Teaching has not yet gained ground firmly in the instructional process, specially in the field of teacher education. There is a great need to conduct research on the model of team teaching which may be appropriate to our condition.

Conclusion:

Team-teaching, inspite of all limitations, can be successful in teacher training institution, if a balanced team of teachers are appointed who can feel their own responsibilities and cooperate willingly in organising teaching and solving the difficulties of teacher-trainee. Above all, the teacher should be free from their personal barriers and willingly involve in a team and should be open to experience for materialising the success of team teaching as a strategy for teacher preparation.

In summary, successful team teaching requires the active institutional and faculty commitment of time, resources and careful planning, by so doing team teaching can enhance the teaching and learning experiences of studies and faculty and fulfill helping participants to integrate disparate disciplines and perspectives.

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Education: key to Women empowerment

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Introduction

The meaning of the empowerment is the process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms. Empowerment means to make one powerful or to equip one with the power to face challenges of life, to overcome the difficulties, handicaps and inequalities. Empowerment is an active multi-dimensional process, which would enable women to realize to realize their full identity and powers –in all spheres of life. Empowerment of women means equal status to women. Empowerment of women would result in better and more development society. When women contribute equally along with men for the benefit of society, the world would surely become a better place. Women education helps in development of human resources not quantitatively but qualitatively also in workplace, outside. Educated woman has a say in selection of child, the size of the family and also they try to reduce the mortality rate. At the same time they will be the better guide of their children.

Reasons for empowerment:-

According to Kamela Basin(1992), the reasons for empowerment are as follows-

- a) Empowerment means recognizing women contribution and development knowledge.
- b) It means helping women fight against their own fears, feelings of inadequacy and inferiority.
- c) It means enhancing their self-respect and self-dignity.
- d) It means women controlling their own bodies.
- e) It means women becoming economically independent and self-reliant.
- f) It means women controlling resources like land prosperity.
- g) It means reducing women's burden of work especially within the house.
- h) It means creating and strengthening women's group and organizations.
- i) It means promoting equalities of nurturing.

Hindrance of women empowerment:-

Though for the development of country, women empowerment is an essential instrument but for the country like India now a day's women are lagging behind in the field of Education, Health, Economy, politics. In India this situation is due to the man controlled society. On the basis of man controlled society structure and thoughts the hindrances in women empowerment are

1. Hindrance due to family
2. Hindrance in education
3. Hindrance in health
4. Hindrance in economy
5. Political hindrance
6. Security related hindrance
7. Cultural hindrance
8. Man controlled society

Hindrance from family: Woman establishes her identity in society by giving birth of her baby and by nourishing her baby and by doing household work and doing family work. But the owner of the whole property becomes her children. Due to this women have no right to control the property of their family, as a result women suffers due the hindrance in economy which becomes main cause for the non-providing socio-economic empowerment in society.

Hindrance in education: The education which empowers a women by providing establishment in society giving proper identity in society and which helps to understand their rights and develop the personality, woman are not getting this education. The main condition for the woman empowerment is to provide them education .Though our Indian government has taken some steps to provide education to the girls but this has not fulfilled properly

Hindrance in health: One of the main problems in women's development is problem in their health. In case of man and women the fundamental right is to live healthy from the time of birth, but in our country India the health and nutrition of the girls are heavily neglected. The death rate of pregnant women is high. According to Human Development Report-2005(UNDP)(7) , the no of pregnant mother dies in 1lakh 540, 21% women are suffering due to malnutrition, 79% women are suffering due to anaemia(Deficiency of iron in blood).

Hindrance in Economy: In case of women empowerment another important hindrance is the problem in economy. The person who earns more in family gains

more respect from other, it can easily be observed. As women gets less opportunity for getting education than men, they are lagged behind from earning more also , as a result though they do lots of work in their family but their accountability in economical growth are neglected.

Hindrance in Politics: In politics it has been observed that general village women and also some city women are acts as secondary than the Man. Political country neglects the political participants of women and their growth and development in politics .This negligence creates uncertainty for the women particpance in politics. In many cases after coming into power due to having improper awareness in responsibility in different level of politics and due to having low education and due to remaining busy in family, women cannot take political bold decision, as a result it creates depression among them.

Group and social cultural Hindrance:

In India several group and social culture is present. Among this group and social culture all not necessarily gives positive impact in our life. As a result for women it becomes hindrance for empowerment .It neglects the social, economical and political rights of women and it compresses the power of women. Among these some important are

1. **Child Marriage:** In Indian society child marriage like wrong and bad system are still present. Though various persons have done different movements against this system but still it is present in society as a result women are not getting proper education and it neglects the right of personality growth. Due to child marriage girls suffers due to malnutrition, health child birth etc.
2. **Dowry Method:** As a part of marriage it is a old system in India and can be seen in different community. Though it has been banned in the year 1961 as not to give or take dowry but still it is present in our society .Which indirectly pushes women towards death and also it empowers the man driven society as a result it becomes hard for women empowerment.
3. **Divorce:** According to law when due to relational problem husband and wife separates themselves then it is called divorce. It leads women towards unknown future which directly creates misbalance in economical dependency for women.
4. **Widow:** The pain for being widow is also another bad experience for women .Being a widow women becomes dependent on another person in many cases women suffer from society and from family for being widow.

So women empowerment is not an easy process in our society .It has lots of complexity in real life.

Components of women empowerment

According to United Nations Population Information Network the main component of women empowerment are as follows-

- a) Sense of self-worth.
- b) Right to have and to determine choices.
- c) Right to have access to opportunities and resources.
- d) Right to have the power to control their own lives, both within and outside the home.
- e) Ability to influence the direction of social change to create a more just social and economic order; nationality and internationality.

ROLE OF EDUCATION IN WOMAN EMPOWERMENT

With the conduction of United Nations, there organized woman conference in Mexico where 133 countries of the world took part. On that conference, the synopsis of woman empowerment has been determined. Later on the conference organized in Copan Hagen in terms of woman empowerment. The 189 participant countries of that conference took their appropriate duties morally and ventures have been taken to materialize the policy. To empower woman and of equal rights, there mentioned 12 important affairs in which the most important is 'education'. Education removes the obstacles of empowering woman in the following way-

1. Achievement of self-esteem and self confidence:-

We all know the importance of education in empowering woman. Woman's dignity, herself respect everything depends on education. A woman can live with honour in both social and domestic life. To prevent and protest against paternalistic society's knowledge, ideal values and morality and those related to these, it is needed to achieve woman's social rights.

2. Attainment of woman's economical individually and rights:-

Economical depends, powerlessness and poverty stand as curse in woman's life One of the important barrier of empowering woman is economical depravity. Those economical problems and barriers keep them aside from their rights. Opportunity of proper education can drive away economical depravity and can enriched woman economically. An earning lady can get in her household, social esteem and dignity. Besides, an woman can have enough consciousness and probability to earn economical rights in her domestic life.

3. Acquiring the rights of marriage and family contraction:-

An educated woman acquired the rights to choose her life partner, exact time of marriage and other marital relevancies through proper education. An educated woman for being accomplished with consciousness and values can a polite social customs. An educated woman, after marriage can take decision on her pregnancy.

4. Decreasing of spawning mortality and child mortality rate:-

In countries like India, one of the problems is excessive tendency of spewing morality. As an educated women is already enlightened in the light of knowledge, she is able to take proper care and nourish her children being aware of all problems as she has all knowledge and experience of rearing a child properly. While a women is pregnant, and is going is going to become a 'mother', she is able to take proper care of the baby within her womb. She takes the promise of keeping herself healthy and fit, takes advices from doctors, and as far possible, she maintains a timetable. Due to her consciousness, the death rate of newly born baby also decreases. The knowledge that educated mother's gain for giving birth to healthy baby and also keeping their own life safe is through education.

5. The consciousness and rights regarding health of a child, education and development:-

In a family, the teachings of a mother plays the role of main pillar for rearing up a child. A mother is the first teacher for a child's first informal education, socialization and value reformation. An educated, well learned mother helps the child to start his or her learning and ultimately become a learned person. Beside education, she can also keep her child healthy, and can see that the child remain disease free (gets properly vaccinated). She is able to make right decision at the right time for the benefit of the child. A well educated mother always conscious of keeping her child healthy, neat and tidy, taking necessary steps for remaining disease free, maintaining proper balanced diet, taking the advice of a doctor at proper time.

6. Mass representation and political empowerment of women:-

Women's political progress does not only depend on able to vote facility. For this, she should develop the ability of representativeness in the structure of arranging programmes, able to take independent decisions, and develop one's own power and strength. The empowerment of women is that, they should participate in different levels of power achievement and in the process of talking decisions with wise steps. This, political and social consciousness, development of self obsession,

placing oneself in different levels of strength. The main and important weapon for women establishment is 'education'.

Need and importance of women empowerment

In the whole world's population, 50% is women. Just as a man experiences all the facilities of life in every aspect, a woman also deserves the same facilities. By playing the role of a girl, sister, wife, mother, women are always supporting men from ancient times till today. Not only in a family but also in other group life and outside state, women's importance becomes crystal clear when we go through the famous quotes of Swami Vivekananda "just as a bird is unable to fly on its one wing, similarly the progress of a country is impossible until there is no progress of women's position". The necessity and importance of women's capacity and power is discussed below.

1. From past times a woman bear the future generation in their womb and take care and brings up them with proper nursing. Not only that a woman provides proper education to the child to prepare him or her grow into a better human being and is able to establish themselves in the society which is appropriate for them. Child welfare, family welfare and state welfare are progressed by holding the hands of women, in the role of a mother. To make effective the auspicious role of a woman, the capacity and power of women cannot be neglected.
2. Just like a man, a woman is also an important member of the society, an important citizen of a state. As a social member and a citizen of a state, a woman deserves all the human rights.
3. In developing a person's personality, and in order to establish one's dignity from all respects, the context of dignity is important for family, group and country. If a woman gains her own status in the society, family and country, then she in return will also convey respect and dignity to family, society and country as her responsibility. For this instance a woman should possess certain capabilities. There is a great necessity to enrich a woman through these capabilities.
4. When a woman plays the role of a mother in the family, then she must possess the ability to have an idea of what the result is going to be; especially in rearing child and fulfilling her own responsibilities. In order to carry out all these responsibilities, the type of consciousness and capacity a woman must possess comes through her own capabilities.

5. There is a relationship between development of wealth for poverty-stricken and gender discrimination. To eliminate this problem of pennilessness in family and country, there should be progress and enrichment of wealth to a great extent. And to have progress in both these, there is a necessity of gender discrimination without which it will become impossible to solve the problem. In order to discard the concept of gender discrimination, women's empowerization is an extremely needed and important issue. Women's empowerization is the main theme to point out the dissimilarity in education, social, and in treasury and push aside gender discrimination in family and country.
6. A woman also possess the hidden capabilities of taking decision at the time of necessity, intelligence, and gaining skill in different other activities. If a woman is given proper education and teaching, they can also own same expertness in every field similar to a man. To make all these possible, the most important stuff is the empowerment of woman.
7. Empowerment of women is extremely necessary to abolish the problem of poverty, restriction of immortality, going against harassment and exploitation in family, country and society.

Government Schemes for Women Empowerment

The Government programmes for women development began as early as 1954 in India but the actual participation began only in 1974. At present, the Government of India has over 34 schemes for women operated by different department and ministries. Some of these are as follows;

1. Integrated Child Development Services (ICDS) (1975),
2. Rastria Mahila Kosh (RMK) 1992-1993
3. Mahila Samridhi Yojana (MSY) October,1993.
4. Indira Mahila Yojana (IMY) 1995.
5. Women Entrepreneur Development programme given top priority in 1997-98
6. Mahila Samakhya being implemented in about 9000 villages.
7. Swayasjdha. (2002)
8. Swa Shakti Group.
9. Support to Training and Employment Programme for Women(STEP).
10. Swalamban.
11. Crèches/ Day care centre for the children of working and ailing mother.

12. Hostels for working women.
13. Swadhar project (2002)\
14. The Rajiv Gandhi National Crèche Scheme for Children of Working Mothers.(2002-2003)
15. National Mission for Empowerment of Women.
16. Ujjawala (2007)
17. Dhanalakahmi (2008)
18. Integrated Child Protection scheme (ICPS) (2009-2010).
19. Rajiv Gandhi Scheme for Empowerment of Adolescence Girls (RGSEAG) (2010).
20. Short Stay Homes.
21. Scheme for Gender Budgeting (XI Plan).
22. Integrated Rural Development Programme (IRDP).
23. Training of Rural Youth for Self Employment (TRYSEM).
24. Prime Minister's Rojgar Yojana (PMRY).
25. Women's Development Corporation Scheme (WDCS).
26. Working Women's Forum.
27. Indira Mahila Kendra.
28. Mahila Samiti Yojana.
29. Khadi and Village Industries Commission.
30. Indira Priyadarshini Yojana.
31. SBI's Sree Shakti Scheme.
32. SIDBI's Mahila Udyam Nidhi Mahila Vikas Nidhi.
33. NGO's Credit Schemes.
34. National Banks for Agriculture and Rural Development's Schemes

Beside these another schemes are Sabola project (2012), Nirvoya Fand(2013), Beti Bachao Beti Porao project (2015) One stop centre (2015), Sukanya Samridhi Yojana (2015)

The efforts of government and its different agencies are ably supplemented by nongovernmental organizations that are playing an equally important role in facilitating women empowerment.

Conclusion

Education of women is the most powerful tool to change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. Proper of women is very much related to regeneration of their values. The most important aim of education is to develop a woman into an ideal woman – morally and ethically sound. The education system by eradicating ignorance should empower the women and make them conscious about their rights they suffer. This is the only way to end their tragedies and brings them unto the same footing as men.

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Opportunities and Challenges of SWAYAM- Indian Version of MOOCs as perceived by the Stakeholders of Education

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ABSTRACT

The Equality and Quality in education for a developing country of increasing population can be best ensured through technology based education modules and courses in the form of MOOCs. The Ministry of Human Resource Development has taken the initiative towards developing a native platform of learning named as SWAYAM which stands for Study Web of Active Learning by Young and Aspiring Minds. The main objective of this paper is to discuss the opportunities and challenges presented by SWAYAM- Indian version of MOOCs, as perceived by the stakeholders of Indian Higher Education with reference to economics, culture, language, and instruction. A questionnaire survey was done for this study to collect the data. After qualitatively analyzing the data it can be concluded that there are several factors and constraints like low digital literacy and lack of massive digital infrastructure hinder this process of extensive implementation of SWAYAM and if MOOCs get formally integrated into our education system, they should have the potential to transform the system and meet the goals of equity, excellence, expansion and employability.

Key words: SWAYAM, MOOCs, Higher Education.

Introduction: Ministry of Human Resource Development has been setting up a holistic open online platform to enable learners to enroll for a course online and for free of cost, which gives opportunity to focus on self-learning for the aspiring youths to pursue the desired career or the learning capabilities so that they can join the work with better skills for enhancing growth and development. It will provide more opportunities for remote students due to the reach and accessibility of the online platform. Learning through Massive, open and online courses (MOOCs) shall enable the stakeholders of Education who want to learn, earn, teach or innovating the capability to realize their own true potential and transform our country. MOOCs provides education whereas there is a need to create synergies between the salient features of anytime-anywhere format of e- Learning and the traditional classroom-based chalk and talk method to develop a unique content delivery mechanism, which is responsive to learners' needs and ensures seamless transfer of knowledge across geographical boundaries. Generally MOOCs are aimed at unlimited participation through internet devices that use traditional e-learning resources like

video lectures, in-lecture quizzes, readings and weekly quizzes and assignments along with interactive user forums to clarify concepts and enhance learning by providing a social learning experience to the students.

Background of MOOCs – Digitalization of Education in the last decade has been undergoing drastic changes on both the fronts of dissemination and reception first through ICT usage and more recently through MOOCs. The Massive Open Online Course (MOOC) phenomenon started in 2008. The first MOOC was conducted by George Siemens, Stephen Downes and David Cormier. These MOOCs were based on the principles of the learning theory of Connectivism, coined by George Siemens, and the notion of Connective Knowledge, as proposed by Stephen Downes. Foremost among these principles are *learning is the process of making connections* and *knowledge is the network*. David Cormier was responsible for coining the term MOOC. Subsequently, many MOOCs were run across the world. Soon the MOOCs, with interest from both private and non-profit institutions, evolved that relied more on Video Lectures, Learning Management System and Discussion Forums. There was an emergence of many well-financed platforms like Coursera, edX, Udacity, Udemy, Khan Academy, Futurelearn, NovoEd, OpenLearning, Canvas, Class2Go, OpenStudy and others. Some of them even joint attempts by Universities in US that prompted The New York Times to name 2012 as ‘The Year of the MOOC’.(Malik, 2015)

MOOCs – SWAYAM IN INDIA - Indian government launched an Indian MOOC platform called ‘**SWAYAM**’- **Study Webs of Active-learning for Young Aspiring Minds**. SWAYAM is an open source platform based on Edex. It offers courses in multiple languages including regional languages. SWAYAM has an ambitious target of 10 million learners. It runs blended courses. Credit recognition and transfer of credits to traditional universities is permitted. No university shall refuse any student for credit mobility for the courses earned through MOOCs.

SWAYAM COURSES

National Mission on Education through ICT (NMEICT) and National Programme on Technology Enabled Learning (NPTEL) already developed e-content in 23 disciplines and 933 Courses (MHRD, 2015). The following shall be national coordinators for each of the Sectors for the purpose of development of the e-content for SWAYAM-

University Grants Commission (UGC), Consortium for Educational Communication (CEC), Indira Gandhi National Open University (IGNOU), National Programme on Technology Enhancement Learning (NPTEL), National Institute of Open Schooling(NIOS), National Council of Educational Research and Training(NCERT)

- Under SWAYAM, professors of centrally-funded institutions in India will offer online courses
- The institutions offering courses (Host institutions) will be considered as national coordinators
- There will be a subject expert called Principal Investigator in all host institutions
- MOOC courses are supported through spoken Tutorials, virtual labs
- Created an online digital library called 'National E-Library' accessible to all learners to support student learning

TEACHING AND LEARNING UNDER SWAYAM- Teaching and learning follows a four Quadrant approach which enrich the instructional material by including content based lecture videos, animations or interactive simulations, supplementary resources like case studies, wiki development of the course, open content available on the internet, etc. and problems, quizzes and assignments. Information and communication Technology is used to its fullest capabilities to enrich the content and delivery. The course lessons are then released on a weekly basis along with live forums which may be used for weekly assignments, concept and doubt discussions and enhancing student's/learner's network. These forums are constantly moderated and reviewed by the Academic team. The course ends with a final examination that is proctored or in the form of assignment. The four Quadrant approach means e-learning system that has the following-

- Quadrant-I is e-Tutorial that shall contain: Video and Audio Lectures, Animation, Simulations, virtual Labs.
- Quadrant-II is e-Content that shall contain PDF/e-Books/illustration, video demonstrations, documents and Interactive simulations wherever required.
- Quadrant-III is Web Resources that shall contain related Links, Open Content on Internet, Case Studies, Historical development of the subject, Articles
- Quadrant-IV is Self-Assessment that shall contain multiple choice questions, Problems, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQ, Clarifications on general misconceptions, Peer review and assessment.(UGC, 2016)

Objective of the Study: The specific objectives of this study are-

1. To understand the general view and facts about MOOCs.

2. To analyzes the opportunities and challenges that SWAYAM- Indian version of MOOCs is facing it presently.

Methodology: The study adopted a qualitative study design. Here mixed type of questionnaire is used to collect the primary data, the open-ended questions and close-ended questions are all included. The reliability and validity of the items could not be measured as the study was time-bound. Respondents for the study were selected based on random sampling techniques in order to provide a rich, thick descriptive study of a bounded entity (Creswell, 1998). Tool is administered to the college students, Teachers, Professors, Librarian, and Academicians and others.

Qualitative Analysis of Data:

This section reports data collected from the respondents in the survey. Participants' views are represented as they relate to each question.

Opportunities- The data generated on, and by the respondents participating in this survey has revealed -

- Students are attracted to Online Courses by the opportunities to gain qualifications, experiences and lifelong connections that one can't get by taking traditional courses at a University, and SWAYAM-MOOCs are unlikely to become a replacement for such courses. The emerging trends benefit the digital era and the tech-savvy students.
- It is a good option for a retired professor, who can share his experience with the upcoming generation.
- The Institution which offers the open online courses can play a vital role in communicating knowledge and expertise, and raising the profile of the institution and its departments around the world.
- In case of Employment, MOOCs can play in diversifying recruitment pathways, particularly among students from non-formal, adult and professional backgrounds and from overseas.

Challenges: The factors which pose as challenges required to be taken into consideration along with implementation-

- Producing a MOOC also does not guarantee that learners will sign up, be fully engaged, or learn anything useful. The majority of students joining MOOCs may be attracted, or indeed constrained, by factors such as curiosity towards the topic, existing knowledge and qualifications, the reputation of the institute and the time they can commit to the course, rather than an implicit desire for recognized qualifications or career motivations.

- The student centric nature of MOOC gives the learner an upper hand. But self-learning cannot be done without self-motivation and dedication of the students. Coursera witnesses a major fall in the number of students those who enroll and those who complete the course.
- If universities need to be run the online courses, the technical infrastructure needs to be upgraded in the universities. Indian universities need to gear themselves up to meet the global standards.
- Difference in educational status between Online and traditional mode of formal education: Though Open Distance Learning System has become immensely popular, an overall perception prevail that formal education and regular courses much superior to that in the open universities or other distance education methods in terms of academic status. When this shifts to the digital paradigm of MOOCs, the perception is even biased that do not consider the regular traditional courses at par. Lack of proper certification and promotion for MOOCs has also contributed to MOOCs not being considered at par with the traditional education system.
- Evaluation Mechanism of MOOC's are learner-centric. Apart from the peer study, student needs to be evaluated according to his knowledge obtained on the subject. A strong assessment mechanism needs to be built up to justify the course objectives.
- Finances- MOOCs require significant investment in time and resources of academics and support staff. Institutions typically have to invest between \$15,000 and \$50,000 in to producing a MOOC, including around 100 hours of production time and 8-10 hours a week of academic time for teaching (Kolowich, 2013). With the increase in the cost due to technical cost plus cost of including industry experts along with expert professors, the universities will be definitely burdened with the extra costs. Universities can either charge the prospective employer meeting their exact requirements or a small amount of fees can be charged from the large number of students can solve the problem.
- Digital Divide and Low Rate of Digital Literacy: Even in these days also, considerable digital divide exists between the rural and urban students. Since a majority of the learning mass seeking higher studies is not friendly with the recent technology, it is a major constraint hindering them to access MOOCs seamlessly.

- Controlled mostly by the renowned and well developed universities: Though MOOCs focus a huge global participants practically it seems that most of the leading MOOCs conducting entities are concentrated in the nation-leading institutions (like the IITs, IIMs in India) (Chatterjee, 2014). This is also an unwanted centralization of MOOCs violating the basic principle of distribution and diversification. Dedicated and specialized organizations or institutions for conducting MOOCs also do not count to significant number. Thus the key controlling entities of MOOCs lie limited within a renowned domain only.
- Barrier of Language and Culture: Language and cultural diversity stands as a major challenge for the extensive implementation of MOOCs (Chen, 2013). For a huge domain of learner to accept, MOOCs need to agree upon a common medium of instruction. English as this medium (for being globally accepted) again throws away a considerable amount of learner who does not possess the knowledge or adequate fluency in English. Also, introduction of these courses in regional languages for a country like India is simply a herculean task, courses being prone to loss of uniformity and quality.

Discussion- Though the IT infrastructure has improved a lot in the urban areas, the basic infrastructure needed to implement MOOCs is still absent in the rural areas. Fast Internet services being costly, people are bound to compromise with speed. To implement SWAYAM-MOOCs effectively, a fast internet connection is required throughout. Students enrolling to MOOC Awareness of MOOC's needs to be spread appropriately using the social media sites, blogs along with traditional methods. To make SWAYAM-MOOCs popular to an extensive manner, basic digital education and familiarity of the stakeholders with the digital environment is an obvious prerequisite. Making billions of people digitally literate and friendly is not an overnight task. Initially providing digital literacy in the grass-root level at the schools and colleges would be the first step towards promoting digital literacy. Teachers being the chief part for conducting MOOCs should be tech-friendly and familiar in the online digital environment. On the other hand, introducing MOOCs in some regional languages will be subtle initiative to preserve the regional culture and linguistic heritage of the nation. Thus the online courses can incorporate Quality, Affordability, Scalability, Inclusion, and Employability in Indian Educational Society. Indian MOOCs may also have subject topics that have not been explored yet, such as Classical Indian Music, Indian History, Yoga, etc. They can also be used to provide high quality education to remote parts with subjects that require intensive graphics and visual illustrations.

Conclusion: Despite of the Challenges, SWAYAM-MOOCs will play an efficient role in promoting virtual classrooms where students could access education right from their home using video conferencing facilities and internet connection in a PC. Virtual classrooms would slowly reduce the dependability on the traditional institution-based education and open a door to this virtual space of quality education. ICT has major impact on recent evolving Education Technology field. Internet and smart phone users are growing at rapid pace in the world as well as India. Leveraging technologies to solve India's higher education problem is the key. In India large no of students cannot enroll forfeited regular course because of limited seats at colleges and universities; MOOCs offer to open up higher education by providing informal supplement and affordable completion of higher education for free or at a low cost for interested learners. Universities can start SOOCs (selective open online course) with the help of MOOCs Indian Government are in process of creating MOOCs through e-pg pathasala; IITs are already offering their open certificate course on selective subjects; students should take benefits of free MOOCs for its supporting role on traditional system of education; It is duty of librarians to create more awareness among society working people and house-wives as well who cannot join regular education. India is suffering digital divide After 71 years of Independence electricity is still dream to the ill-fated remote villages. Government should seriously think over this burning issue; it is pleasure to appreciate that no university can refuse any student for credit mobility for the courses earned through MOOCs. To execute the whole system, it is necessary that technologists, educators and administrators who are passionate and expert in the field of online learning in general, and MOOCs in particular, should come together to overcome the challenges and achieve its goal. This is not an end but just beginning of the discussion for the prospects of MOOC in India.

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The role of library and ICT based teaching learning materials on promoting growth of innovative learning ideas among students

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ABSTRACT

Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. The purpose of education is to bring desirable changes in individuals who help to change different aspects of life of the society that is social economical, political, cultural. Education directs and shapes the people so as to conquer its environment for the mankind, It is to bring out the inner wisdom of a man and train him to be useful to the society so that one can contribute to its culture, social and economical development .The basic motto of education is to promote mind power, acquisition of special skills and utilize the advantage of knowledge but above all to generate in young generation. The purpose of all education is to provide a vivid picture of universe and power in the most desirable form to young people in order to take up position in the real life. Education without library is like a body without soul .So, we can say library is an institution where a reader gets desired information and knowledge under one roof. In the words of Dr. S.R. Ranganathan, “Libraries are not more store houses, they are rich springs from which knowledge flows out to irrigate field of education.”

Now a day's innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power?. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. A questionnaire was developed by the researchers to study and compare the attitudes of students between traditional teaching and Innovative teaching. Through survey, data were collected and analysis through SPSS. The results show that there are significant difference of students between achievement levels on traditional teaching method & innovative teaching method. After innovative teaching many abstract things have been turned into concrete ideas of students. Through the innovative strategy students can learn with many examples. For this those topics are stored in their long-term memory. They also developed their power of realization and also developed their will power. The innovative strategy improves their attention to study.

Key words:- teacher , library ,innovative teaching, competency, higher education, teaching performance.

Introduction:-

The word library is rich in traditional, meaning and usage. Library is a service institution. Academic community utilizes library services for teaching and research purpose. Therefore, library is the heart of an academic institution. The institutional library caters information, includes new ideas, knowledge which are very helpful in today's society to keep up to date oneself. It is the main purpose of a school library to equip students with lifelong learning skill and inspire them for creative thinking and imagination. Thus library should be made the hub of all the activities. It can be used to prepare for their next class period, home task, general education, information, recreation and inspiration. To cater to the wide varieties of demands of students and teachers it has to judiciously select and procure the recommended text- book from different sources.

Objectives of a library:-

1. Provide the students with proper library materials both printed and audiovisual for the overall growth and development of personality of the students.
2. Develop reading ability and interest of reading many varieties of books.
3. Assist the students to become skillful and discriminating users of library.
4. Offer opportunities to acquire knowledge, understanding information.
5. Support all students in learning skill for evaluating and using information.
6. Stimulate and guide each student in the selection and use of books and other reading materials for bringing appropriate level of maturity.
7. To bring children and book together successfully. Children need to experience the pleasure of reading and also need to promote reading as a skill among students so that they can merge past knowledge with present experience and information and create a new understanding.

Library plays a very important role in modern education system. The report by UGC in 1991 is stressed on the role of a library in university system. In India the university education commission headed by Dr. S. Radhakrishnan said that teacher must the tools for teaching in the form of libraries and laboratories. According to him "The library is the heart of the university's work, directly so as regards its research work and indirect as regards its educational work."

The above observations can summarize in the words as:

1. The library is the heart of education.

2. Technique and method in education have changed from generation to generation; but the library remains the great resource of learning.
3. A quality education is quite impossible without a good quality library system.
4. A library is the right place for our intellectual resources.
5. A library is essential for maintenance of free access to different creative ideas.

The importance of library's role in imparting knowledge has been enhanced by developments of face to face education, distance education and Open University system.

Emergence of the problem:-

The researcher regularly teaches B. Ed. Students in the class about educational psychology. During the class he has observed that some students have understood the subject matter very well. They can provide satisfactory answers to the questions asked from the particular topic at the end of the lesson. But among the students who can't answer the questions properly, some are learning educational psychology for the first time. The learners feel monotonous soon after the teacher teaches them in traditional way of teaching. Though they understand a little after teaching them through lecture method in the classroom, they feel difficult when they study it again at home. They cannot relate the lesson with what they learned earlier. As a result, they lose interest in the subject very soon and they cannot make good result in the examination.

The researcher has observed this matter for a long period of time and he has thought deeply about how to bring novelty in his teaching method. So, he took help from the library of the institution to develop his teaching method. Now days, students do not like to go to library and study. They want to pass in the examination only by reading some suggestions or ordinary books bought from the market. Though sometimes they get good marks in the examination by chance, they cannot acquire deep knowledge or ultimate concept about the subject. It is not that only they are being affected by this, but the future generation will also be affected as they will not get a good teacher (who has a deep knowledge in the subject). So, the knowledge of the learners remains confined in some books, notes and suggestions.

In this matter, the researcher taught them taking them to the library and giving them some good reference books. He also taught them with the help of E-content and audio-visual CD. After teaching them for some days in this way of teaching, he observed that now the learners have understood the lessons very well.

They have been able to come out of the difficulties which they faced earlier. Later, when they gave examination again on the same lessons, the researcher observed that they have done better than earlier.

Objectives:

- 1) To know the significant difference between their achievements levels on traditional teaching method in respect to their sex.
- 2) To know the significant difference between their attitude towards traditional teaching method in respect to their sex.
- 3) To know the significant difference between their achievement levels towards Innovative teaching method in respect to their sex.
- 4) To know the significant difference between their attitude towards Innovative teaching method in respect to their sex.
- 5) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score.
- 6) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to male students.
- 7) To know the significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to female students

Hypothesis:

¹H₀ there exists no significant difference between their achievement levels on traditional teaching method in respect to their sex.

²H₀ there exists no significant difference between their attitudes towards traditional teaching method in respect to their sex.

³H₀ there exists no significant difference between their achievement levels towards Innovative teaching method in respect to their sex.

⁴H₀ there exists no significant difference between their attitudes towards Innovative teaching method in respect to their sex.

⁵H₀ there exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score.

⁶H₀ there exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to male students.

⁷H₀ there exists no significant difference between traditional teaching achievement score and Innovative teaching achievement score in respect to female students.

Limitation of The Study:

Although the investigator tried to precede this study to the best of his effort sincerely but there are certain limitations as the study was conducted within the restricted scope and facilities.

The Limitations are:-

- 1) In the study 76 students were taken as sample from both genders. 36 student were female and 40 were male. For more valid results the number of sample should be increased but it was not possible due to paucity of time.
- 2) The achievement of different subjects could be assessed to get more specific results; it was not possible due to short time.

Definition of the important terms:

1) Innovative teaching:-

Innovative teaching is the process of leading to creative learning, by implementing new methods, tools and contents that can benefit learners and their creative potential. Instead of passively 'absorbing' the knowledge, students should be actively involved in the learning processes, participate and collaborate in real learning situations, and work on authentic learning tasks, can freely discuss their problems with teacher.

2) Academic Achievement: -

It indicates the level of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic Achievement of school pupils usually means achievements in all the school subjects.

Academic Achievement has been defined by Kinkas and Kahin as an aspect of behaviours and an important respect to students who are engaged in the process of education and since it depends on its degree of effectiveness for maximum performance.

METHOD AND PROCEDURE

Sampling:

In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and co-operating B.Ed College.

After selecting Howrah District, Hope institute of Bengal at Panchla Block was selected. Considering the time limit and other facilities 76 students from 1st semester were selected. 40students are male and 36students are female. Total $36+40=76$ sample.

Variables of the study

The following variables were considered in the study:

1. Innovative teaching.
2. Academic Achievement.

Innovative teaching is independent variables and academic achievement is the dependent variable.

Tools

Tool-questionnaire (close ended). Unit Test question papers, audio & video CD E-content.

Questionnaire refers to device for securing answers to a series of questions by using a form, which the respondent fills in himself. Goods, Hatt(1952)

Administration of tools

The investigation with the co-operation of the principal and other teachers of the college. Selected by the investigator fixed up the programme for administering the tools. After detailed discussion with the principal programmes of administration of tools were finalized. The investigator himself in this regard went to the institution and discussed the objectives of the study with principal and respective teachers. They are ready to extend their wholehearted co- operation to investigator for conducting the study at their college. The investigator also requested to principal to fix up the programme in such a way so as to minimize the administrative hazard of the instruction. They were also requested to allot the early periods for administering tool.

Scoring:

The respondent is provided with four alternatives to give his responses ranking from most acceptable to least acceptable.

If the respondent put (x) mark for first alternative the scoring in 4, for second alternative the score is 3, for the third alternative score 2, for the fourth alternative score 1. The summated score of the entire eight items provide the total Innovative teaching score of an individual. A high score on this inventory indicates effects of the result of traditional teaching, while a low score shows result of the Innovative teaching.

DATA ANALYSIS AND INTERPRETATION

- 1) 88% boys and 90% girls have said that they did not study psychology in their earlier classes. They have been introduced to this subject for the first time in their B. Ed curriculum.

Table 1:

Boys who did not study psychology in their earlier classes	Girls who did not study psychology in their earlier classes
88%	90%

Source field survey

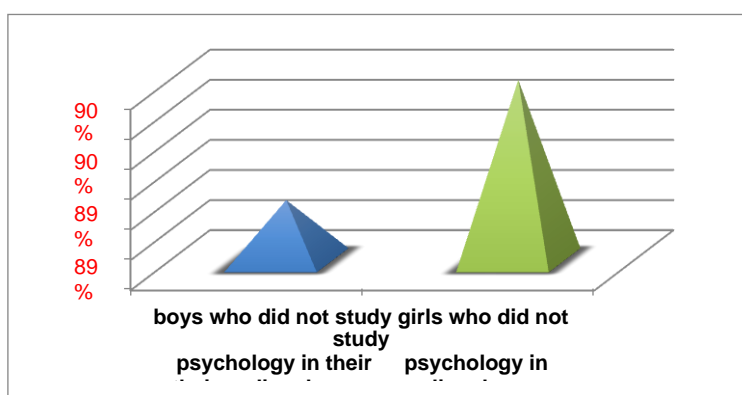


Figure1. Students who did not study psychology in their earlier classes

- 2) 67% boys and 71% girls have said that they cannot understand the subject (Psychology) well, though they understand partially after the teacher's teaching using lecture method, chalk, black board etc. But they cannot make clear concept about many abstract things.

Table 2:

Boys who can't understand better by traditional method	Girls who can't understand better by traditional method
67%	71%

Source field survey

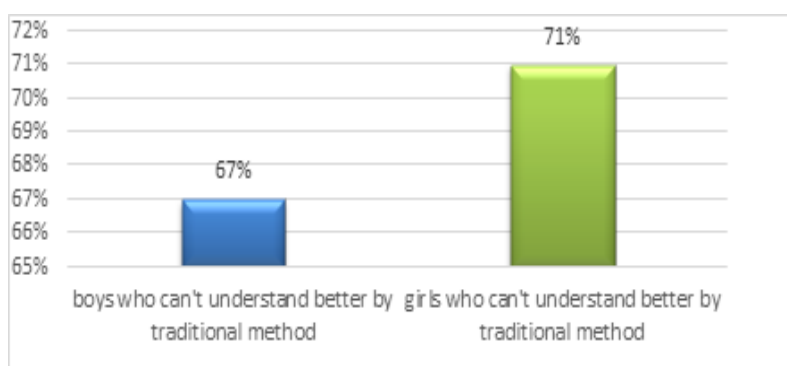
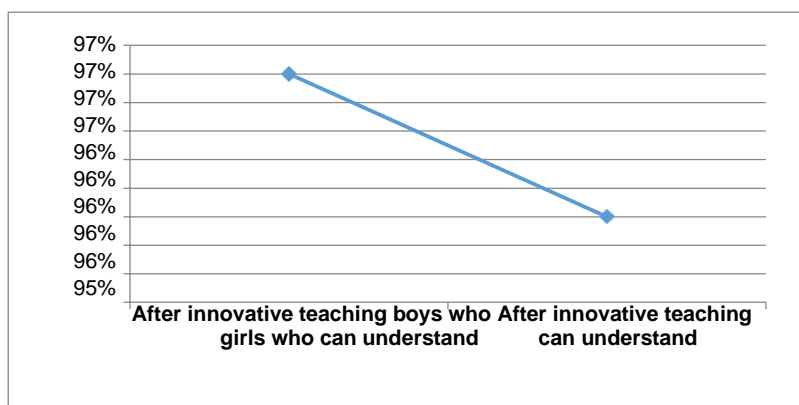


Figure2. Students who can't understand better by traditional method

Later, they have been taught by audio visual. Now 97% boys and 96% girls have said that many abstract things have been turned into concrete ideas to them. They now understand the topics very well.

Table 3:

After innovative teaching boys who can understand	After innovative teaching Girls who can understand
97%	96%



Source field survey

Figure3 After innovative teaching students who can understand

3) As the answer to the third question about all the students have said that they have no physical problems. It reveals that they do not suffer any physical problems while understanding the topics.

4) 72% boys and 78% girls have informed that they may face problems while they teach in the classroom as a teacher in future following the rules of child psychology because many topics are not so clear to them.

Table 4:

Boys, who face problem while they teach in the classroom	Girls, who face problem while they teach in the classroom
72%	78%

Source field survey

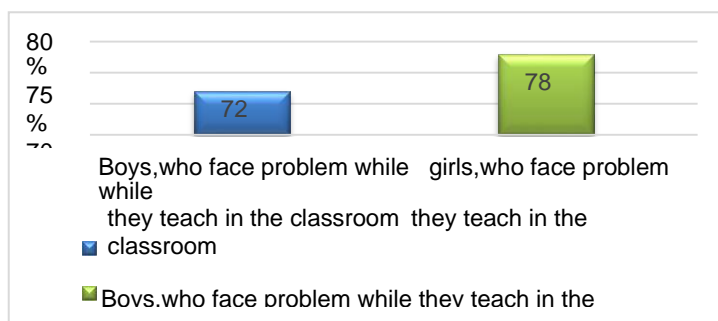


Figure4 students, who face problem while they teach in the classroom

But later they were shown the topics using audio visual aids and 94% boys and 96% girls have informed that they are now much aware of the topics. Now they have admitted that they will be able to apply the rules of child psychology in the classroom while teaching in future and they could identify the problems of the students.

Table 5:

After innovative teaching the boys, who aware about the topics	After innovative teaching the girls, who aware about the topics
94%	96%

Source field survey

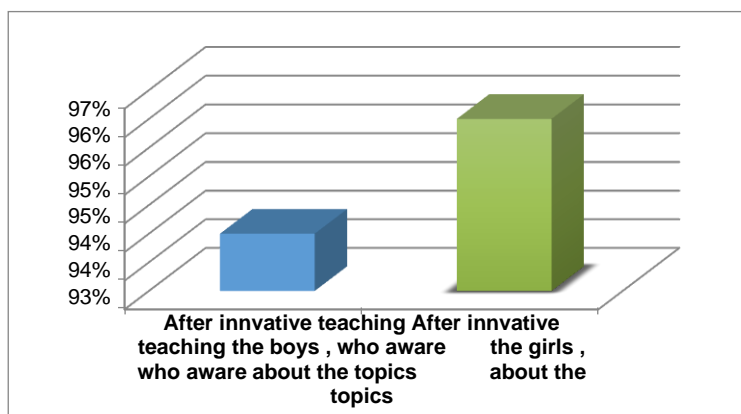


Figure5 After innovative teaching the students, who aware about the topics

5) As the answer to the fifth question, 82% boys and 86% girls have said that many abstract things related topic to intelligence, motivation, emotional intelligence, creativity etc are not clear to them.

Table 6:

Boys who, have no clear idea about abstract things of psychology's topic	girls who, have no clear idea about abstract things of psychology's topic
82%	86%

Source field survey

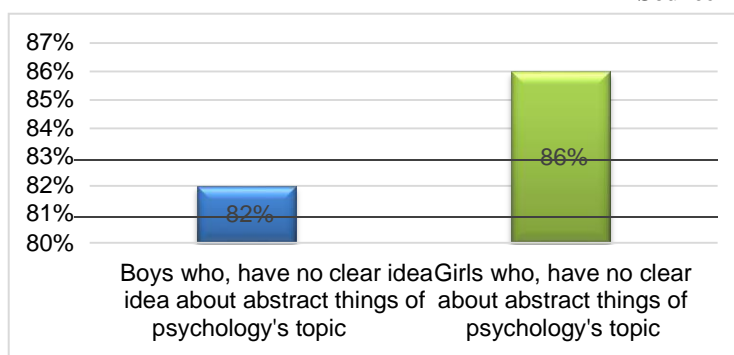


Figure6 students who, have no clear idea about abstract things of psychology's topic

But after teaching them using audio visual aids 87% boys and 88% girls have informed that now many things of those topics are clearer to them. Not only at the time of their examination but also at other times they could correlate many other subjects with those topics which will help them to learn those non-learned subjects. They could develop the learning conduction.

Table 7:

After innovating teaching boys, who could develop their learning strategies.	After innovating teaching girls, who could develop their learning strategies.
87%	88%

Source field survey

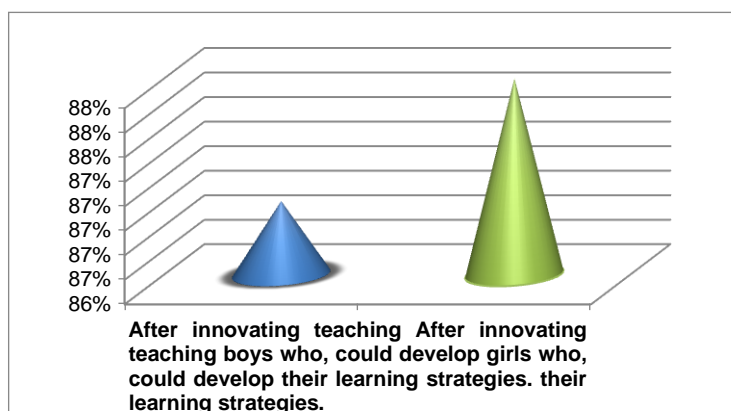
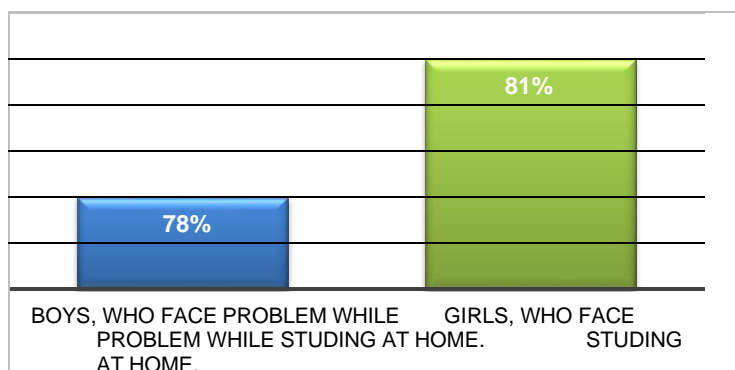


Figure7 After innovating teaching students, who could develop their learning strategies

6) 78% boys and 81% girls have said that though they can understand the topics at the time of their teacher's teaching in the classroom but they face problems while studying at home. Then the subject becomes a tough subject to them.

Table 8:

Boys, who face problem while studying at home.	Girls, who face problem while studying at home.
78%	81%



Source field survey

Figure8 students, who face problem while studying at home

But after teaching them by audio visual 85% boys and 87% girls have informed that a clear concept about the topics is made in their mind. Through the audio visual class they can be learned using many examples. For this, those topics are stored in their long-term memory. So if they forget a little about the topics they

can memorise by sourcing the matters from the audio visual aids. Thus they can study well at home.

Table 9:

After innovating teaching boys who, can memorize the lesson at home	After innovating teaching girls who, can memorize the lesson at home
85%	87%

Source field survey

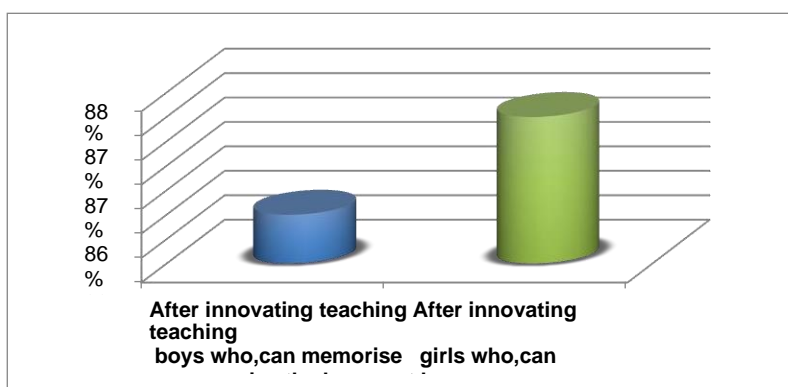


Figure9 After innovating teaching students who, can memorize the lesson at home

7) 74% boys and 78% girls have said that they cannot write a clear answer in examination because they cannot understand the topics well in the classroom and for this they got very poor marks and it is a matter of great concern to them. They cannot answer well in the examination because of their unclear concept about the topics. Either they forget things sometimes after beginning their writing or they write some unnecessary things.

Table 10:

Boys who, cannot write clear answer in examination.	Girls who, cannot write clear answer in examination.
74%	78%

Source field survey

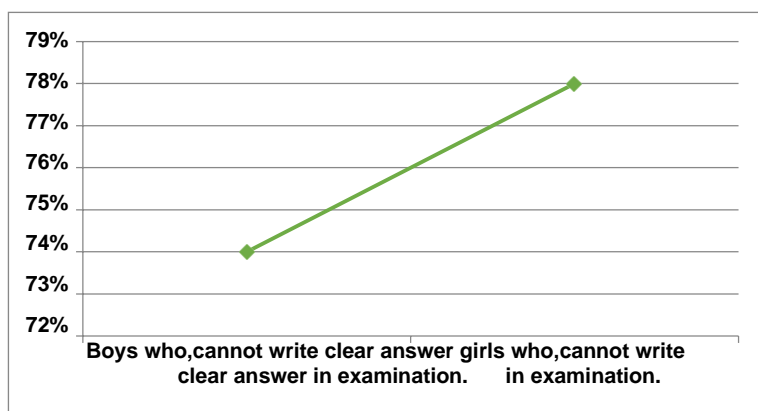


Figure10 students who, cannot write clear answer in examination

After teaching them using audio visual aids, 84% boys and 87% girls have said that many of their problems regarding learning are solved. They are now able to explain the topics with more examples than earlier and they are not facing problems to memorize the topics.

Table 11:

After innovating teaching the boys who, able to explain the topics with more example in examination.	After innovating teaching the girls who, able to explain the topics with more example in examination.
84%	87%

Source field survey

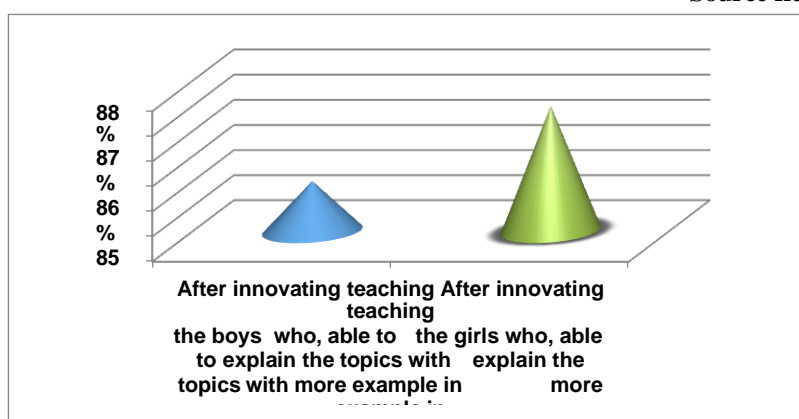


Figure1 After innovating teaching the students who, able to explain the topics with more example in examination

Testing of null Hypothesis

All the hypotheses were tested at 0.05 level of significance.

Table 12:

Traditional achievement	N	M	SD	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	15.83	2.764	0.437	74	.083	.934	.053
Girls	36	15.47	2.782	0.464				

In case of comparing (table 12) the mean score of achievement levels on traditional teaching method between boys (mean 15.83) & girls (mean 15.47), the calculated ' t ' (74) value is .083 and ' p ' value is .934 ($p > 0.05$). Hence ' t ' was not significant at 0.05 levels. So H_01 was not rejected and it can be safely said that achievement levels on traditional teaching were not significantly different between boys & girls.

Table 13:

Traditional attitude	N	M	SD	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	26.13	2.323	0.367	74	1.765	.082	.958
Girls	36	25.17	2.408	0.401				

In case of comparing (table 13) the mean score of attitude towards traditional teaching between boys (mean 26.13) & girls (mean 25.17), the calculated ' t ' (74) value is 1.765 and ' p ' value is .082 ($p > 0.05$). Hence ' t ' was not significant at 0.05 levels. So H_02 was not rejected and it can be safely said that attitude towards traditional teaching method is not significant difference between boys & girls.

Table 14:

Innovative achievement	N	M	SD	SED	df	t	Sig. (2.tailed)	Means Difference
Boys	40	25.75	1.676	0.265	74	-1.055	.295	-.415
Girls	36	26.17	1.765	0.295				

In case of comparing (table 14) the mean score of achievement levels on innovative teaching method between boys (mean 25.75) & girls (mean 26.17), the calculated ' t ' (74) value is -1.055 and ' p ' value is .295 ($p > 0.05$). Hence ' t ' was not significant at 0.05 levels. So H_03 was not rejected and it can be safely said that achievement levels towards Innovative teaching method is not significant difference between boys & girls.

Table 15:

Innovative attitude	N	M	S	SED	df	t	Sig.(2.tailed)	Means Difference
Boys	40	10.40	1.614	0.255	74	-2.162	.034	-.794
Girls	36	11.19	1.582	0.264				

In case of comparing (table 15) the mean score attitude towards innovative teaching between boys (mean10.40) & girls (mean 11.19), the calculated 't' (74) value is -2.162 and 'p' value is .034 ($p > 0.05$). Hence 't' was not significant at 0.05 levels. So H_04 was not rejected and it can be safely said that attitude towards Innovative teaching method is not significant difference between boys & girls.

Table 16:

Difference between traditional & innovative achievement	N	M	S	SED	df	t	R	Sig. (2.tailed)
Boys	76	25.95	1.720	0.197	75	33.015	0.310	.000
Girls	76	15.50	2.754	0.316				

In case of comparing (table 16) the mean score of achievement levels on traditional teaching method and innovative teaching method between boys (mean 25.95) & girls (mean15.50), the calculated 't'(75) value is33.015 and 'p' value is .00 ($p > 0.05$). Hence 't' was not significant at 0.05 levels. So H_05 was not rejected and it can be safely said that traditional teaching achievement score and Innovative teaching achievement score were significant different between boys & girls. Innovative teaching is more helpful than traditional teaching.

Table 17:

Difference between traditional teaching achievement score and Innovative teaching achievement score in respect to boys.	N	M	S	SED	df	t	R	Sig. (2.tailed)
	40	25.75	1.676	0.265	39	26.459	0.483	.000
	40	15.53	2.764	0.437				

In case of comparing (table 17) the mean score between traditional teaching achievement score (mean 25.75) and Innovative teaching achievement score (mean 15.53) of boys, the calculated 't'(39) value is26.459 and 'p' value is .000 ($p > 0.05$) r 0.483 Hence 't' was highly significant at 0.05 levels. So H_06 was retained and it can be safely said that there are significant different between traditional teaching

achievement score and Innovative teaching achievement score were significant different of boys.

Table 18:

difference between traditional teaching achievement score and Innovative teaching achievement score in respect to girls	N	M	SD	SED	df	t	r	Sig. (2.tailed)
	36	26.17	1.765	0.294	35	20.783	0.134799	.000
	36	15.47	2.782	0.464				

In case of comparing (table 18) the mean score between traditional teaching achievement score (mean26.17) and Innovative teaching achievement score (mean15.47) of girls, the calculated 't'(35) value is20.783 and 'p' value is .000 ($p > 0.05$) $r = 0.134799$ Hence 't' was highly significant at 0.05 levels. So H_0 was retained and it can be safely said that there are significant different between traditional teaching achievement score and Innovative teaching achievement score were significant different of girls.

FINDING AND DISCUSSION

The finding

- Many abstract things have been turned into concrete ideas.
- Student-teachers could identify the problems of the students.
- Through the innovative strategy they can learn with many examples. For this those topics are stored in their long-term memory.
- Student-teachers have developed their power of realization and also developed their will power.
- The strategy improves their attention to study.
- Students are not facing problems to memorize the topics.
- The innovative strategy improves their attention to study.

Discussions

The study has been conducted to find out the relation between innovative teaching academic achievements among1st semester B.ED college students. In this purpose one college was selected to complete the study with in a limited time. After innovative teaching many abstract things have been turned into concrete ideas of students. Through the innovative strategy students can learn with many examples. For this those topics are stored in their long-term memory. They also developed

their power of realization and also developed their will power. The innovative strategy improves their attention to study.

Innovative teaching is the important variable which has direct impact on academic achievement of students clearly revealed by the result of the study.

Educational implication:

1. The result of the study can be implemented in all B.ED & D.EL, ED College of West Bengal.

1. The result can be implemented in any stage of education.
2. The result of the study through help the teacher for effective teaching.

Suggestions for further Research:

This study indicates the needs for conducting the research on the following to estimate a concrete generalization.

- 1) Studies may be conducted with different class of students.
- 2) Investigation may be done between rural and urban students.
- 3) Studies may be conducted with different system of college.

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From Modernism To Deconstruction: A Brief Outline of the Evolution of Literary Theory

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ABSTRACT

In the twentieth century, the traditional approaches to interpret literature such as biographical criticism, historical criticism etc. have been replaced with several new approaches like Postcolonialism, Post-structuralism, Deconstruction etc. In Formalism, linguistics was applied in the study and criticism of literature. It focussed on formal structure and linguistic devices like sound, imagery, rhythm, syntax, meters and their Defamiliarising effects. Structuralist literary critics, try to analyze texts as product of a system with a specific 'grammar' that controls its form and meaning. A reader, who has mastered the grammar that governs the production of a text and operates within it, can understand the text. A reader, who has mastered the grammar that governs the production of a text and operates within it, can understand the text. The over-idealistic overtone of structuralist approach was eventually replaced by flexible post-structural analysis in the second half of the twentieth century and proved that any literary text is multi-layered and do not have any fixed centre. The present paper tries to evaluate the gradual evolution of literary theory, starting from 20th century phenomenology to recent trends of poststructuralism in analysing literature.

Keywords: Literary Theory, Phenomenology, Structuralism, Post-structuralism, Deconstruction

In the twentieth century, the traditional approaches to interpret literature such as biographical criticism, historical criticism, Imagism , Surrealism , Impressionism , Fauvism , Expressionism, New Criticism, Archetypal or Myth Criticism, Psychoanalytic Criticism, Marxist criticism, Phenomenology, Hermeneutics, Russian Formalism etc. have been replaced with several new approaches like Postcolonialism, Post-structuralism, Deconstruction etc.

The modernist approaches were introduced at the beginning of twentieth century e.g. the formalists and the new critics made preliminary endeavour, assigning prime importance to close reading of the text, bracketing off any other issues and they were evidently influenced by phenomenology and subsequently structuralism.

Modern writers and critics realized that 19th century literature had become extremely soft and feminine, unable to express the harshness and crude reality of 20th century life. The modernist approach made a radical shift from the Victorian

bourgeois morality and optimism in the post-World War-1 period and instead started presenting an extreme pessimism of the modern world. The modernist movement was associated with the works of T.S. Eliot, Ezra Pound, W.B. Yeats, Franz Kafka who introduced a wide variety of modernist literary techniques and devices like radical disruption of linear flow of events in the narrative, introduction of fragmented non-chronological narrative style both in poetry, short stories, and novels.

At the beginning of 20th century, Freudian psychoanalysis assumed that there is one set of fundamental meanings that stretch out in the subconscious mind, which can be understood through a certain sort of analysis. So there was an explicit method that has been approved by the psychoanalysts, by means of which, they get to this fundamental data, which lie in the subconscious mind and which they believe constitute the most important meanings to be understood. Psychoanalytic literary criticism adopted the analytic method of Freud to interpret texts. They believed that literary texts, like dreams, reveals the unconscious desires and anxieties of the author.

Simultaneously phenomenology, in its modern philosophical sense, assumes that there are certain fundamental data, which can be called as essences, which are directly given to the consciousness and this fundamental immediate data are pure. Phenomenology is about reflecting on our everyday experience in order to gain some sense, a fundamental order, structure and consistency.

The term 'phenomenology' first came into significance during the enlightenment period, when philosophers such as Immanuel Kant and Hegel started using it, however phenomenology in its modern philosophical sense began with the work of the Czech German philosopher Edmund Husserl and has continued to the twentieth and twenty-first centuries.

At its simplest, phenomenology is the attempt to describe whatever we perceive exactly as it appears to us. Within the broad range of this project, there are two fundamental variations— pure phenomenology, which is also sometimes known as transcendental phenomenology, is the type the phenomenology, associated with Husserl and existential philosophy, associated with Martin Heidegger. Within Husserl's framework, we see reality, in terms of what he calls the 'natural attitude', where we carry on our lives with the common natural belief, but the reality, we live in, is fundamentally separable from our subjective experience of it. For instance, from the point of view the 'natural attitude', a 'minute' is simply a 'minute of time' irrespective of how or where we spend it. However, from the point of view the phenomenological attitude, a minute depends on how we actually experience it. For

instance a minute may pass very quickly for an extremely excited person or very slowly for a bored one.

Phenomenology had reasonable impacts on the Russian formalists in the area of literary criticism. Just as Husserl 'bracketed off' the real object for attending to the act of knowing it. Therefore in literary criticism, the formalists bracketed off the real object and focused instead on the way it was recognized. Phenomenological criticism tries to apply the phenomenological method to literary works. Just like Husserl's 'bracketing off' the real object, the authentic historical context of the literary work, its author, the socio-economic circumstances under which the text has been written and readership are ignored.

In Formalism, linguistics was applied in the study and criticism of literature. This technique was called Formalism because it focussed on formal structure and linguistic devices ¹ like sound, imagery, rhythm, syntax, meters and their 'Defamiliarising' effects². Although they were interested in analyzing literature structurally, they were particularly not concerned with meaning as differential and analyzing text into basic deep structures. They rejected the method adopted in the old historicism to focus upon biographical and sociological matters. Formalists emphasized on the relation between the content and the form of the text concerned. Formalism and New Criticism tried to discover a science of literature, where literary criticism would become an objective practice. Unlike the psychoanalysts, the Formalists and the New Critics ignored the author's intension, they instead believed that the meaning of the text is intrinsic and cannot be confused with the intension of the author.

Unlike the Formalists, who were interested in finding the uniqueness of a literary text, structuralist critics are primarily interested not in what makes an individual literary work unique, but in what it has common with other literary works ³. Structuralist literary critics, try to analyze texts as product of a system with a specific 'grammar' that controls its form and meaning. A reader, who has mastered the grammar that governs the production of a text and operates within it, can understand the text.

Structuralism, began in France in the 1950s and 1960s, believes that reality and human subjects are, to a very extent, culturally constructed. Structuralism believes in common universal structures. It believes that meaning is very universal, stable and a-historical. A linguistic sign does not link a name and a thing, but a concept (signified) and an acoustic image (signifier).

Structuralism in fact began with the idea of the Swiss linguist Ferdinand de Saussure. His 'Course in General Linguistics', published after his death, influenced Russian formalists to try to isolate the underlying set of laws by which different elements are universally structured in any text⁴. Saussure's approach to language differs significantly from that which 19th century philologists offered us. In opposition to the 'historical'—diachronic mode of linguistics, which analyses the changes which take place over time in specific languages, Saussure pursued a synchronic linguistics⁵. According to Saussure,

*'The term synchronic is really not precise enough; it should be replaced by another—rather long to be sure—idiosynchronic.'*⁶ His course focussed on the nature of linguistic sign⁷.

Thus by analysing language synchronically, Saussure frames a linguistic structure and finds a system, mechanism or structure in which a language works. Hence his approach to linguistics for which he laid the ground work came to be known as structuralism. by analysing language synchronically, Saussure frames a linguistic structure and finds a system, mechanism or structure in which a language works. Hence his approach to linguistics for which he laid the ground work came to be known as structuralism.

Jakobson & others attempted to offer a linguistic description of literary structures and thus encouraged the development of 'narratology' i.e. the science of narrative, which would recognize the different constituents of narrative and illustrate the basic structures & their rules of combination. Structuralist critics examined of the various codes, produced by prior literary works and by various conventional systems of a culture, that allowed literary works to have meaning, analyse of the role of the reader in bringing into the meaning of a literary work, and of the ways in which the corresponding literary text comply with the expectations of generally accomplished readers. Structuralism in literary criticism is partially a reaction to modernist literature, which had deliberately explored the limits of meaning and searched for stylistic effects in the deviations from all sorts of conventions of language, literature, and social practices in the process of defamiliarisation. In its focus on codes & structures, structuralism rejected the concept of literature as imitation of the world and instead analyses its experimentation with the language and codes of a culture. Literature for structuralist critics is valued for its inquiry of the structuring procedures by which we organize and realize the conventional nature of our social world.

The over-idealistic overtone of structuralist approach was eventually replaced by flexible post-structural analysis in the second half of the twentieth

century and proved that any literary text is multi-layered and do not have any fixed centre. Even the author does not have enough control over the language, he uses. Let alone literary texts, words even do not have fixed meanings. It is not the inability of the author to find a fixed centre in his text, but this uncertainty, this unpredictability are the basic nature of any language.

Reader Response Theory, Deconstruction and other deconstructive interpretative theories such as Post-structuralist Marxism, Feminism, and Post-colonialism under the umbrella term 'Postmodernism' are considered most important interpretive methods. The present paper tries to evaluate the gradual evolution of literary theory, starting from 20th century phenomenology to recent trends of poststructuralism in analysing literature.

Critics of literature and literary theory, at the end of twentieth century, became most interested in the strength of deconstruction as a method of interpreting texts. Deconstruction has become one the most dominant modes, in the last few decades, in literary criticism, in which texts are read in different ways by different critics. It demolished all the earlier trends in literary criticism, the ways in which texts are read in different ways by different critics .It demolished the traditional conception of textual meaning, where textual meaning has been considered to possess a universal platform. Deconstruction demolished such ideas and brought out the internal conflict between language and text. Derrida proved that language creates rupture in its surface meaning. So deconstruction would observe the apparent surface meanings of the text. If one adopts deconstructionist approach, it will start exposing the ruptures created by internal conflict of language and text.

Now when we analyze the philosophical basis of deconstruction, we eventually reach the phenomenal influence of the great German philosopher Fredrick Nietzsche. Nietzsche categorically opposed the idea of the very possibility of absolute knowledge. Because absolute knowledge presupposes a concept of universal truth and Nietzsche has a very interesting view about truth and he says that absolute truth does not exist. Language, he says, is arbitrary and truth is a mobile army of metaphors and metonyms. So there is nothing called universal truth, which the metaphysical tradition of western philosophy had been advocating. So once such a concept of truth is destabilized or overthrown, and then there remains nothing to be found out by means of adopting a definite method. Even in a text, the concept of truth is destabilized by Nietzsche's philosophy and that has been a phenomenal influence on deconstruction.

Another very important, very significant influence comes from another great German philosopher Martin Heidegger and his philosophy of 'being and time'.

Being is unconcealed to the being of man. But each moment of unconcealment is different and unique. So there is nothing called ultimate absolute truth, where a complete unconcealment of a being happens to one individual entity. All these philosophical insights have created a very interesting and a very important atmosphere in European philosophy.

Critics of literature and literary theory are most interested in the strength of deconstruction as a method of interpreting texts. To deconstruct the opposition is above all, at a particular moment, to reverse the hierarchy. Deconstruction has become one the most dominant modes, in the last few decades, in literary criticism, in which texts are read in different ways by different critics .It demolished all the earlier trends in literary criticism, the ways in which texts are read in different ways by different critics .It demolished the traditional conception of textual meaning , where textual meaning has been considered to possess a universal platform. Deconstruction demolished such ideas and brought out the internal conflict between language and text. Derrida proved that language creates rupture in its surface meaning. So deconstruction would observe the apparent surface meanings of the text. If one reads it closely, if one adopts deconstructionist approach, it will start exposing the ruptures created by internal conflict of language and text. Deconstruction asserts that there is no single central meaning of the text, along with the apparent & immediate message that gives out on its surface. There are certain immanent gaps in the text, because of the conflictual nature of language and the deconstructor has to capture those gaps, he has to magnify those gaps or at least he is careful about those gaps. The internal gap creates immanent gaps in the text. In deconstruction analysis should focus these gaps which can be found in the margins of the text.

Deconstruction has a major impact on philosophy, literature and art criticism. Post-structuralist approach agrees with the structuralism to a great extent that human subjects are culturally constructed, which are against some of the previous metaphysical assumptions of western philosophy, where reality is largely conceived of something existent, something that is independent of human mind, human reality or human culture and society and human cognition and human language. So in one sense, structuralism opposes such assumptions and in that way, post-structuralism also agrees with the structuralist assumptions about reality. Structuralism believes that reality and human subjects are, to a very extent, culturally constructed. At the same time, poststructuralism challenges an important assumption of structuralism. Structuralism believes that structures of meaning are stable, universal or a-historical. So this is again a very important aspect of post-

structuralism, because structuralism advocates or it approaches to the view that meaning is stable, the meaning is constant, universal and a-historical, but poststructuralist approaches try to oppose this challenge, this fundamental assumptions of structuralism and similar views advocated by phenomenology and psychoanalysis.

Post-structuralism has a great deal in common with structuralism, they both gives emphasis on language, but the post-structuralists emphasizes on polysemy, that is the mulplicity and undecidability of meaning. Where structuralism believed that systematic knowledge is possible, deconstruction believed in the undecidability of the meaning of all texts. Deconstruction does not exhibit that all texts are devoid of any meaning, but rather that they are overflowing with manifold and often conflicting meanings. This may be an endless procedure. Deconstructive investigation attempts to search how this similarity or this difference is overlooked or suppressed. Thus according to Derrida, meaning is the construction of infinite tissue of differences, a complex endless play of signifiers, rather than a rigid attachment with a particular signifier. Terry Eagleton writes:

*‘There is a continual flickering, spilling and defusing what Derrida calls ‘dissemination’—what cannot be easily contained with the categories of the text’s structure, or within the categories of a conventional approach to it.’*⁸

Saussure’s observation that signifieds are attached arbitrarily to signifiers, defined by a system of different language-structures, led the post-structuralist critics to observe that the attachment between signifiers are not stable, as proposed by Saussure, because the signified slides under signifier as that signifier requires other signifiers, which in turn, are themselves caught up in the slippage under their signifieds.

Milton’s ‘Paradise Lost’ can be deconstructed keeping Satan at the centre of morality of the text and putting the God at the margin.

Wordsworth’s ‘Solitary Reaper’ can also be deconstructed exploring new meanings the the lines often ignored by critics, e.g.

‘Will no one tell me what she sings?—

Perhaps the plaintive numbers flow

For old, unhappy, far-off things,

And battles long ago: Or is it some more humble lay,

Familiar matter of to-day?

Some natural sorrow, loss, or pain,

That has been, and may be again?’

These lines are often ignored. A deconstructionist critic may re-interpret these lines as a criticism of Wordsworth against the literary convention of 17th century, that described stories of old battles that had no relevance in the contemporary life.

Thus modernist literary theory gradually developed into Formalism, New Criticism and Structuralism and afterwards Post-structuralism as modes of literary criticism. Deconstruction introduced new modes of a hybrid criticism which are emerging at the beginning of the twenty-first century in new directions. Poststructuralism remains at the very heart of contemporary critical theory and its deconstructionist focus will continue to offer one of the most fruitful analytical points of departure for many years to come.

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Increase in Age Vis-à-vis Increase in Teaching Experience: A Comparative Study with Teacher Effectiveness

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ABSTRACT

The study attempted to examine Teacher Effectiveness with respect to age and teaching experience. Data were collected by Kulsum Teacher Effectiveness Scale (KTES) and General Information Schedule (GIS) from a sample of 450 trained teachers randomly selected from Secondary Government aided Schools of West Bengal, India who have completed their B.Ed. from the Colleges affiliated to University of Calcutta. Collected data were analyzed by using Descriptive statistics and one way Analysis of Variance (ANOVA) followed by *t* test. It was found that there were significant differences in Teacher Effectiveness and its five dimensions with respect to age of the teachers though insignificant differences were found in Teacher Effectiveness with respect to teaching experience of the secondary Govt. aided school teachers except one dimension i.e., Teacher Characteristics. The findings provide guidelines for teacher education curriculum reform, teacher recruitment procedure & criterion and for Professional Development Programme (PDP).

Key Terms: teacher effectiveness, age of the teachers, teaching experience, trained secondary school teachers.

Introduction

Teaching is a noble profession. To keep the novelty of the profession improving teacher quality by enhancing teacher effectiveness has been the major issue to the researchers, educationists and policy makers. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010; Rivkin et al., 2005; Rockoff, 2004). Indian Education Commission (1964-66) also acknowledged the effectiveness of teachers and their character are undoubtedly the most significant factor which influences the quality of education and its contribution to the national development. A popular belief in the U.S. education system is that highly effective teachers can make a difference in promoting student achievement, and the recent 'No Child Left Behind Act', 2001 has mandated state plans to improve teacher effects on student achievement.

Teacher Effectiveness

Teacher Effectiveness often measured with the help of student achievement and either in absolute test scores or gains (Darling-Hammond, 2000; Kupermintz,

2003; Sanders, 1998). Though few would disagree that teachers do more than merely raise test scores, the measurement of other student outcomes has been problematic (Loeb et al., 2007). Effective teaching involves a dynamic interplay among content, pedagogical methods, characteristics of learners, and the contexts in which the learning will occur (Schalock et al., 1993). Student achievement is just one educational outcome measure. It does not address the extent to which high-versus low-performing teachers might differ in their instructional practices, use of questioning, and classroom management practices. It measures the outcome, a crucial consideration in effective teaching, but does not measure the process, or instructional practices, that result in increased student achievement. The difficulties of measuring student performance and attributing gains and losses to individual teachers (particularly with the passage of time) prohibited much consideration of such measures of teacher effectiveness (Imig & Imig, 2006). Nevertheless, effective quality of teaching standards are extremely complex and “illustrate the wide range of knowledge, skills, abilities, and dispositions that contemporary educators believe competent teachers must possess and demonstrate in the classroom” (Mitchell et al., 2001). For decades teacher educators have struggled to define the characteristics of effective teachers.

Characteristics of Effective Teachers

However, changes in assessment strategies, the availability of newer statistical methodologies, and access to large databases of student achievement information, as well as the ability to manipulate these data, merit a careful review of how effective teachers are identified and how their work is examined. A better understanding of what constitutes teacher effectiveness has significant implications for decision making regarding the preparation, recruitment, compensation, in-service professional development, and evaluation of teachers. For decades teacher educators have struggled to define the characteristics teacher effectiveness. In such ways, the related characteristics of which one or more of the following mattered in the determination of effective teaching:

(a) Teacher Related Characteristics such as Gender, Age, Experience, Training, Aptitude, Motivation, Personality, Creativity etc. (Boyd et al., 2009; Brandt, 2005; Cochran-Smith & Zeichner, 2005; Gansle et al., 2012; Greenwald et al., 1996; Harris et al., 2014; Konold et al., 2008).

(b) Teaching related Characteristics such as Teaching methods, Teaching Skills, Management skill, subject of teaching & Knowledge about the Subject etc. (Mitchell et al., 2001; Schalock et al., 1993).

(c) School related Characteristics such as Quality & Achievement of the students, their parents, Colleagues, school resources, school environment etc (Darling-Hammond, 2000; Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010; Kupermintz, 2003; Rivkin et al., 2005; Rockoff, 2004; Sanders, 1998).

Chowdhury, S. R. (2014), dealt comprehensively with effectiveness of secondary school teachers in relation to their gender, experience, age, qualification. Teachers of both the genders constitute the population of this study. Sample of the study comprises of 250 teachers (male=140 and female=110) teaching in different secondary schools in and around the Tinsukia district of Assam. The study revealed that majority of the teachers both male and female has average level of effectiveness in their teaching learning process. The study demonstrates that there is no significant difference in the effectiveness of secondary school teachers in terms of their gender, age, experience and qualification.

Tyagi, S. (2013), examined teaching effectiveness of secondary school teachers and their relation with demographic characteristics i.e. gender, social background, category, marital status, teaching subjects, age, qualification and school teaching experience of secondary school teachers. The objectives of the research were to study demographic characteristics of secondary school teachers and their relation with different dimensions i.e. Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm of teaching effectiveness. The data was collected from 100 secondary school teachers at Ghaziabad district in U.P through Survey cum Explorative descriptive research method. The Self constructed –Teaching effectiveness questionnaire was used to collect the data with some statistical techniques i.e. mean, standard deviation, t-test, and correlation were used for statistical analysis of the Data. Result shows that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers.

Rajammal, T. S., & Muthumanickam, R. (2012), studied the teacher effectiveness of school teachers in Chennai and Thiruvallur Districts. Teacher Effectiveness of school teachers' scale was constructed and standardized by Kumar and Mutha (1999) has been administrated to a random sample of 900 school teachers. It was found that teachers significantly differ in teacher effectiveness in respect of gender, place of school, level of teaching and they do not differ in teacher effectiveness in respect of marital status, age, type of management, years of experience and monthly income of teachers.

Kagathalal (2001), aimed to find out the relationship between teacher effectiveness and (a) sex, (b) educational qualification, (c) experience of teaching, (d) types of school, (e) caste and (f) the area of schools. Teacher Effectiveness Scale and Creative Personality Inventory were used as tools. The scale was administered to 1800 teachers (1290 male and 510 female) of secondary schools in different parts of Gujarat. The major findings were: 1. The teachers of urban area possess more teacher effectiveness than the teachers of rural area in Gujarat. 2. There is no significant effect of sex, qualification and caste on the effectiveness of teachers. 3. The effect of experience of teaching on the teacher effectiveness is found increasing up to the experience of 19 years, but it is found decreasing after that level of experience.

In the light of the above background and review of literature, it was found that there had been a great deal of research to find out the teacher effectiveness with respect to the related characteristics. But there had been a dearth of research on the trained Govt. aided secondary school teachers of West Bengal, a state of India to explore the facilitating and inhibiting variables of teacher effectiveness. In our present study we wanted to examine the effects of two characteristics related to the teacher effectiveness which were practically related but theoretically distinct from each other. They were age and teaching experience of the teachers. Increase in age of a teacher is nothing but increase in his teaching experience and with the increase in age and experience teacher effectiveness also changes in a teacher. So, the problem of this study was 'Increase in age in comparison with increase in teaching experience with respect to teacher effectiveness of the trained Govt. aided secondary school teachers of West Bengal'.

Methodology

Objectives of the study

- To study the nature of Teacher Effectiveness with respect to age of the trained teachers.
- To study the nature of Teacher Effectiveness with respect to teaching experience of the trained teachers.

Hypotheses of the study

H01. There will be no significant difference in Teacher Effectiveness with respect to age of the trained teachers.

H02. There will be no significant difference in Teacher Effectiveness with respect to teaching experience of the trained teachers.

Sample of the study

Data will be gathered from 450 trained teachers (B.Ed. from Calcutta University affiliated B.Ed. Colleges) randomly pooled from Govt. aided Secondary and Higher Secondary Schools. The break of the sample is as follows:

Table-1: Distribution of the sample according to Age of the trained Govt. aided secondary school teachers of West Bengal

Age of the trained Teachers	Frequency	Percent	Cumulative Percent
45 years and above	117	26.0	26.0
40-45 Years	113	25.1	51.1
35-40 Years	109	24.2	75.3
30-35 Years	111	24.7	100.0
Total	450	100.0	

Table-2: Distribution of the sample according to Teaching Experience of the trained Govt. aided secondary school teachers of West Bengal

Teaching Experience of the Trained Teachers	Frequency	Percent	Cumulative Percent
10 years and above	227	50.4	50.4
5-10 years	223	49.6	100.0
Total	450	100.0	

Operational definition

Teacher Effectiveness: Teacher effectiveness has been defined in terms of the requisite competence attained viz preparation and planning for teaching, classroom management (in terms of discipline, motivation, interaction and evaluation), knowledge of subject matter, interpersonal relations and personality characteristics of the teachers.

Age: Chronological age of the teachers calculated from their date of birth.

Teaching Experience: Calculated from their date of joining to school.

Tools used

- (i) General Information Schedule (GIS)
- (ii) Teacher Effectiveness Scale (KTES) (Kulsum, 2000).

Statistical techniques used

- (i) Descriptive statistics Mean, S.D, Skewness, kurtosis,

(ii) ANOVA followed by 't' test

-used on the data collected from the trained Govt. aided secondary school teachers of West Bengal.

Statistical analysis and interpretation of data

According to the objectives of the study the analysis of the results of KTES was discussed in two ways:

1. Analysis of the trends and distribution of KTES scores.
2. Comparing the KTES scores of the trained secondary Govt. aided school teachers according to their Age and Teaching Experience.

Trends and distribution of Kulsum Teacher Effectiveness Scale (KTES) scores

For analyzing the trends and distribution of KTES scores, the total scores of KTES were analyzed. From table-3 it was found that teacher effectiveness of the trained secondary Govt. aided school teachers below 40 years of age ($M = 442.94$ & $M = 424.07$) were less than that ($M = 452.16$) of 40-45 years teachers. But teacher effectiveness of 45 years and above aged teachers ($M = 425.78$) were little higher than that of 30-35 years aged teachers ($M = 424.07$).

Table 3: Containing Descriptive Statistics of Kulsum Teacher Effectiveness Scale (KTES) scores of the trained secondary Govt. aided school teachers according to their Age (N = 450).

Age of the trained Teachers	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
45 years and above	425.78	32.051	.08	.22	1.90	.44
40-45 Years	452.16	34.50	-.35	.23	.24	.45
35-40 Years	442.94	24.15	.16	.23	-.62	.46
30-35 Years	424.07	33.22	.43	.23	-.43	.46

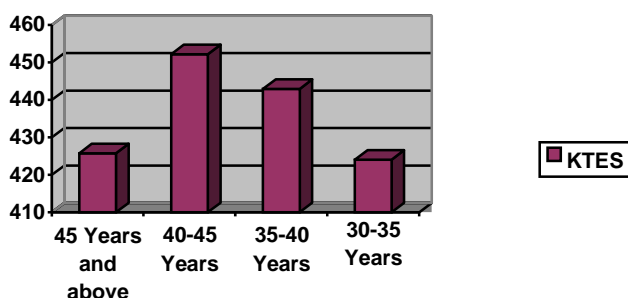


Table 4: Containing Descriptive Statistics of Kulsum Teacher Effectiveness Scale (KTES) scores of the trained secondary Govt. aided school teachers according to their Teaching Experience (N = 450).

Experience of the trained Teachers	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
10 years and above	438.22	35.70	-.02	.16	.42	.32
5-10 years	434.02	30.73	.02	.16	-.54	.32

Accordingly from table-4 it was found that teacher effectiveness of the trained secondary Govt. aided school teachers having 10 years and above experience (M = 438.22) was higher than that of 5-10 years experienced teachers (M = 434.02).

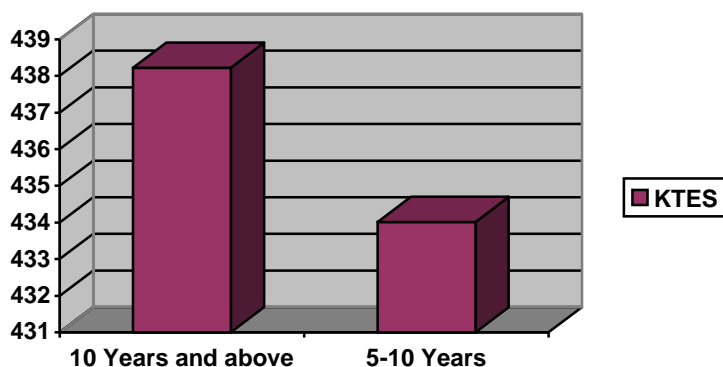


Table 5: Results of two-way ANOVA and 't' test results of Kulsum Teacher Effectiveness Scale (KTES) scores of the trained secondary Govt. aided school teachers according to their Age (N = 450).

Enquiry area	Mean Values in KTES scores	F ratio for variation as Age	't' Values for difference among Age of the trained secondary Govt. aided school teachers (45 & Above, 40-45, 35-40, 30-35)				
			45 Years & Above Vs 40-45 Years	45 Years & Above Vs 35-40 Years	45 Years & Above Vs 30-35 Years	40-45 Vs 35-40 Years	40-45 Vs 30-35 Years
Teacher	45 Years &	21.36**	6.011**	4.520**	.395	2.300*	6.205**

Effectiveness	Above = 425.78, 40-45 Years = 452.16 35-40 Years = 442.94 , 30-35 Years = 424.07						
Preparation for Teaching & Planning	45 Years & Above = 80.82 , 40-45 Years = 83.16 35-40 Years = 82.00 , 30-35 Years = 78.98	2.81*	1.533	.781	1.162	.823	2.804**
Classroom Management	45 Years & Above = 92.19, 40-45 Years = 100.21 35-40 Years = 97.98 , 30-35 Years = 92.14	10.65**	4.387**	3.312**	.025	1.210	4.442**
Knowledge of Subject matter	45 Years & Above = 47.92, 40-45 Years = 51.30 35-40 Years = 49.18 , 30-35 Years = 48.53	3.54**	3.032**	1.113	.515	2.050*	2.539*
Teacher Characteristics	45 Years & Above = 130.77, 40-45 Years = 138.90 35-40 Years = 135.18 , 30-35 Years = 129.02	17.75**	5.576**	2.867**	1.005	3.143**	6.807**
Inter-personal Relations	45 Years & Above = 74.08 , 40-45 Years = 78.58 35-40 Years = 78.59 , 30-35 Years = 75.40	4.54**	2.742**	3.291**	.892	.002	1.911*

N.B. (A) ‘***’ indicating ‘F’ & ‘t’ values significant at .01 level.

(B) ‘**’ indicating ‘F’ & ‘t’ values significant at .05 level.

Teacher Effectiveness and Age of trained secondary Govt. aided school teachers

Significant difference was found from the Mean Values and one-way ANOVA results (Table 5) among the 45 years & above, 40-45 years, 35-40 years and 30-35 years trained secondary Govt. aided school teachers with respect to their Teacher Effectiveness [$F(3,446) = 21.36, p = .000$; 45 years & above = 425.78, 40-45 years = 452.16, 35-40 years = 442.94 & 30-35 years = 424.07]. Teachers of 40-45 years and 35-40 years age significantly differed from 45 years & above aged teachers in Teacher Effectiveness ($t = 6.011$ & $t = 4.520$ respectively). Teachers of 35-40 years and 30-35 years age significantly differed from 40-45 years aged teachers in Teacher Effectiveness ($t = 2.300$ & $t = 6.205$ respectively). Significant difference with respect to age was observed among five dimensions of KTES i.e., Preparation for Teaching & Planning, Classroom Management, Knowledge of Subject matter, Teacher Characteristics and Inter-personal Relations also. But, 45 years & above aged teachers and teachers of 35-40 years age not differed significantly with respect to Teacher Effectiveness.

From the above results and discussions the first Hypothesis (*H01*) of this study i.e., ‘There will be no significant difference in Teacher Effectiveness with respect to age of the trained teachers’ was rejected.

Teacher Effectiveness and Teaching Experience of trained secondary Govt. aided school teachers

Significant difference was not found from the Mean Values and one-way ANOVA results (Table-6) among the teaching experience of the trained secondary Govt. aided school teachers with respect to their Teacher Effectiveness (Rajammal & Muthumanickam, 2012; Chowdhury, 2014). But in case of the ‘Teacher Characteristics’ the dimension of Teacher Effectiveness significant difference found among the different experience groups of trained secondary Govt. aided school teachers [$F(1,448) = 4.89, p = .028$; 10 Years & above = 134.67, 5-10 Years = 132.21].

Table 6: results of two-way ANOVA and ‘t’ test results of Kulsum Teacher Effectiveness Scale (KTES) scores of the trained secondary Govt. aided school teachers according to their Teaching Experience (N=450).

Enquiry area	Mean Values & Mean differences in KTES scores	F ratio for source Of variation as Teaching Experience
	Teaching Experience	
Teacher Effectiveness	10 Years & Above = 438.22 5-10 Years = 434.02	1.79
Preparation for Teaching & Planning	10 Years & Above = 81.64 5-10 Years = 80.83	.57
Classroom Management	10 Years & Above = 96.06 5-10 Years = 95.13	.51
Knowledge of Subject matter	10 Years & Above = 49.49 5-10 Years = 48.96	.46
Teacher Characteristics	10 Years & Above = 134.67 5-10 Years = 132.21	4.89*
Inter-personal Relations	10 Years & Above = 76.37 5-10 Years = 76.89	.23

N.B. (A) ‘***’ indicating ‘F’ & ‘t’ values significant at .01 level.

(B) ‘**’ indicating ‘F’ & ‘t’ values significant at .05 level.

From the above results and discussions the first Hypothesis (***H02***) of this study i.e., ‘**There will be no significant difference in Teacher Effectiveness with respect to teaching experience of the trained teachers**’ was accepted.

Conclusion and suggestion

On the basis of the analysis and interpretation, it was concluded that the study on the whole revealed that there were significant differences in Teacher Effectiveness and its five dimensions with respect to age of the secondary Govt. aided school teachers though insignificant differences was found between Teacher Effectiveness with respect to Teaching Experience of the secondary Govt. aided school teachers except one dimension i.e., Teacher Characteristics. Increase in teaching experience is nothing but the resultant of increase in age of a teacher, but it might be concluded that the effect of age and teaching experience were not same on teacher effectiveness of the trained teachers. This research will help administrators and policy makers to create better working environments and satisfactory conditions so that teachers can work effectively in the school (Kumari & Padhi, 2014). In this regard, seminars, symposiums, workshops and further investigation are required.

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The Role of Educational Technology in Teaching

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“The Internet is the first technology since the printing press which could lower the cost of a great education and, in doing so, make the cost-benefit analysis much easier for most students,”

- John Katzman.

ABSTRACT

Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. Technological progressions are truly impressive. We should accept that our students are growing up in and provide opportunities to expose them in these kind of developments in today's world. However, each new technology should be carefully evaluated and used as a tool to enhance the personal element in the teaching process, not to completely replace traditional learning methods. Academically it created method to design, assessment, modeling, optimizations and utilization of educational technology is measured. It is analyzed what is an educational technology, what its role in teaching, what are the main problems of its applications and how to solve these problems.

Keywords: *Educational technology, Technology and learning, teachers and students.*

Introduction

Educational Technology is such a big part of the world, of which we live because we are an evolving technological society and in many ways have become dependent on its use. However for obtaining education too we are applying technology to make teaching learning easier, simple and comprehensive. This kind of technology is known as educational technology. It saving time and energy and giving advancement to learners. Today, there is a common focus on raising student achievement while adapting educational technology as a tool. Educational technology aims to improve education. Educational Technology should facilitate learning processes and increase performance of the educational system as it regards to effectiveness and efficiency. In this paper, we try to give a summary of the uses and importance of educational technology in teaching.

Definition and Meaning of Educational Technology

Educational Technology is concerned with the development, application and evaluation of system, techniques and aids to improve the process of human learning. Hence, educational technology may be unevenly defined as the systematic application of the knowledge of sciences to practical tasks in Education. Education is defined as the “activities and resources that support learning” (AECT.2004, P.1). This refers to all activities and resources both planned and unplanned that contribute to the students’ learning irrespective of whether the learning is planned or accidental. Educational Technology is defined as “the study and ethical practice of facilitating learning and improving performance by creating using and managing appropriate technological processes and resources” (AECT.2004.P.3)

Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. The mode of learning is changing vastly with technological improvement, students become more brilliant in education and have versatility in knowledge. Various tools and avenues create with the aim of delivering training and learning to learners more efficiently. It can be used by both in online and in the classroom.

Objectives of Educational Technology

Educational technology aims to improve education. Technology should facilitate learning processes and increase performance of the educational systems as it regards to effectiveness and efficiency. Many institutions are adopting Educational technology for schools to make the study and interaction with their students more engaging and fruitful. Educational technology used in the classroom as tools such as electronic whiteboards, flipped learning, desktops, and laptops video conferencing classroom technologies among other technologies.

The scope of the paper

Educational technology is a process - oriented technique. Educational technology is not limited to teaching and learning process and theories still teaching - learning process is influenced much more by educational technology. Theories have been shifted from learning to teaching only due to educational technology. If the educational technology is limited to audio - visual aids, mechanical and electronic devices, the scope of educational technology becomes limited, but educational technology is not limited to all these things rather it infuses all over. Technology has a positive impact on student learning. Technology causes students to be more engaged with more information. The correct use of technology will help

the students to prepare for their future career. Thus Educational Technology has a wide scope.

Review of Literature

Students today live in a very technological world. Most of the students are using some form of technology on a daily basis including texting, social networking and web surfing. Students are extremely enjoyable with these kinds of technologies. They observe a variety of common tools to identify the major types of technology according to the human desires most of them meet and then make initial definitions of technology. Students and teachers have seen the advances, noticing how technology has expanded the opportunity to study. Starting from the invention of paper and pencil, to overhead projectors, all the way to having the opportunity of experiencing the new touch technology era. UNESCO (2005) reported that teachers, professors, technical and administrative staff must be given training that enables them to integrate new information and communication technologies into their teaching programs. The lack of technical skills of maintaining the function of computers confused teachers to integrate ICT in the classroom.

Components of Educational Technology

The important and fundamental components of educational technology are *Hardware* and *Software*. Computer hardware is any physical device used in or with your machine, whereas software is a collection of code installed onto your computer's hard drive. By educational technology, hardware is nothing but all the components or the mechanical materials are equipment. It includes all types of projectors, boards of different kinds, writing materials of different types and so on. In general, all the physical components or aspects are coming under this headings. The use of these said materials in education or in teaching and learning process is known as hardware approach. Whereas software in educational technology includes all programmes, principles, rule, text and so on useful for teaching and learning process. For example, video clip is software and the disk containing the clip is hardware. The use of the principles and the psychology of learning is known as software approach. This approach owes its origin to the social sciences and their applied aspects directly related to the psychology of learning which includes social changes subsequent from experience.

The use of software and hardware technology may help the teacher in the task of managing his affairs related to the educational and professional responsibilities in the spheres of follows:

- Planning of teaching – learning
- Organization of teaching – learning
- Leading teaching – learning
- Controlling teaching – learning

Educational Technology is comprehensive. It is related with all features of educative process-methods, teaching strategies, learning materials, handling of various equipment etc. The major mechanisms of Educational technology are the 4 M's of the Methods, Materials, Media and Manpower. Here, Method is concerned with the devices such as Programmed Learning, Team Teaching, Micro Teaching and Personalized System of Instruction in Teaching Learning situation. Materials called Instructional Materials such as Programmed Text Book may be handwritten or printed. The Media used here are audio or visual or audiovisual. For examples, Radio, tape recorder, charts, films, education television etc. Man Power controls educational technology in every way. Educational technology without man is zero.

Fundamental principles and characteristics of teaching technology

The teaching technology can be distinguished because of certain characteristics and fundamental principles as follow:

- Teaching is a scientific process and its major components are content, communication and feedback
- There is a close relationship between teaching and learning
- It is possible to modify, improve and develop the teaching – learning activities
- The terminal behaviour of the learner in terms of learning structures, can be established by appropriate teaching environment
- Teaching skills can be developed and strengthened by means of feedback devices with or without sophisticated techniques
- Pre-determined learning objectives can be achieved by designing suitable teaching activities
- Use of achievement motivation technique enhances the output of the teacher and the learner

Importance of Educational Technology in Teaching

Educational technology brings knowledge to the people making them knowledgeable. It encompasses the total teaching and learning process involving the elements like the following:

- Specification of goals and behavioural objectives
- Analysis of the characteristics of learners
- Selection and organization of the content or subject matter to be learned
- Methods and Strategies of the presentation of the content
- Use of aid –material. Software and hardware, mass media and communication techniques
- Effective arrangement of learning situations and learning environment
- Effective classroom control and management
- Continuous feedback and evaluation of the result

Role of Information and Communication Technology (ICT) in Education

One of the roles of ICT in education is creating certainty about using the information when are necessary. ICT can be as a powerful tool that upgrades quality and competence of education so there is no need to physically present to the classroom. The training based on ICT have some features such as: distance education, flexibility, interaction, active learning, cooperation and motivation What makes the important distinction between E-learning and the other method are: the diversity of content, the large number of audiences, different learning styles, and the different needs of users; in addition we should mention that in this method the overall cost and time will be saving.

Advantages and Disadvantages of Educational Technology

Educational technology is the process of integrating technology into education in a positive manner that promotes a more diverse learning environment and a way for students to learn how to use technology as well as their common assignments. Advocates of educational technology resist that technology accommodates individual learning rates and styles and offers access to learning at any time and in any location. They believe that the use of educational technology in the classroom provides students with the opportunity to

- acquire the technological skills they will need for future employment
- develop critical thinking, problem-solving and communication skill
- collaborate with peers
- engage in hands-on learning activities and
- receive immediate feedback.

Supporters also claim that teachers benefit from the introduction of technology into the classroom. Technology gives teachers the ability to tailor instructional materials and assessments to directly address their students' learning needs; offers access to more authentic material to assist in the development and delivery of lessons; and provides additional sources of information for their students to draw upon in the certain educators have endorsed technology universally, as if the use of computers mechanically produces quality teaching and learning experiences. In another side of educational technology has

- The use of technology requires teachers with strong classroom management skills. Teachers must carefully monitor students' use of equipment and often have to provide complicated procedural explanations. Some teachers use computers to entertain students with irrelevant activities.
- Technological innovations have often proven unusable because schools lack the capacity to link equipment use with instructional objectives.
- Technology is not as cost effective as other involvements because equipment requires extensive support.
- Computers reduce students' opportunities for socialization
- Children are at particular risk of physical problems, such as repetitive stress injuries or eye strain.

Conclusion

In conclusion, it can be very well understood that technology plays a significant role in the improvement of the overall system of education along with increasing the interest of the students towards education. The technology has a positive effect on student learning expectations and outcomes. With the help of new technology originates an explosion of learning and receiving new information especially on mobile devices. Teachers have been using new technologies in the classroom. The new generation of kids ready to work with these new technologies which play an important role in children's learning and acquiring various cognitive knowledge. So that, educational technology must be incorporated into future curricula. Thus we conclude that educational technology is the process of developing solutions and forms of teaching using technology to the advantage of the students and teachers.

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Yoga Education for Human Well Being

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ABSTRACT

The yogic sciences are ancient knowledge flourished and prospered in the land of Indian sub-continent. So obviously it has been allied with the Hindu way of life. One should realise that Hinduism is not a religion but a geographical and cultural identity. This culture grew from the banks of the river Sindhu or Indus; the same got labelled as Hindu. But interest in yoga has increased significantly all over the world in recent times is primarily because of the fact that yoga can calm the mind and increase overall physical and mental health and well-being. Yoga can be a suitable methodical conditioning for the children and youngsters to win over stress and other psychological factors which are major hindrances in acquiring knowledge.

Key Words: Yoga, Health, Psychology, Education, Knowledge

Introduction

As far as most of the people are concerned when we utter the word “yoga”, what comes to our mind is the Asanas. But this is not true at all. Yoga is about every facet of life. In fact, in the yogic philosophy very little importance is endorsed to Asanas or postures. But, unfortunately the rest of the world has understood and expressed the Yoga only with the posture aspect of it. The philosophy and practice in all forms of yoga consists of the following eight principles: *Yama* or Control of the Mind, *Niyama* or Follow rules, *Asana* or Postures, *Pranayama* or Controlled Breathing, *Pratyahara* or Complete relaxation, *Dharana* or Attain consciousness of the body, *Dhyana* or Concentration and Awareness, *Samadhi* or State of Absolute Awareness. So, Yoga is not just like other work out schemes for it has other dimensions involved to it. In the Yogic science it is said that the material body has a whole memory constitution right from how everything from the evolution of cosmos to the nothingness, all deciphered. Asanas are actually aimed at opening up that memory structure and trying to restructure this life towards an ultimate possibility. So yoga is the ultimate tool to synchronize our body and mind with the universal vibes. Yoga allows us to attain to our superior temperament. The yogic system is a delicate manipulation of our system. Every gesture, karma or kriya, the way of breathing, every asana is focused on the way to this.

Objective of the Study

The objective of the Study is to understand the concept of yoga and its relation to the well being of human existence.

Methodology

The current research work is based on numerous primary and secondary sources. The method which is adopted in this paper is descriptive, while sometimes expository technique has also been adopted. As this paper deals with the importance of yoga education in the overall development of human well being the information were mostly accumulated from books such as well as from different web sources.

Yoga and Education

Now, Yoga is the single most area of education capable of influencing the holistic expansion of human consciousness and personality. The effective process of learning depends upon the physical and physiological well being of the learner. In this connection the importance of yoga is manifold. Yoga endows with the essential relief from stressors, at the same time helps put things into perspective. Through breathing Yoga reduces anxiety and all the negative emotions and thoughts from mind that leads to increase of the feeling of well being.

Yoga enhances awareness and motivation thus better concentration leads to better focus on life and studies. Yoga helps stimulate enhanced blood circulation especially to the brain, which reduces stress and improves concentration leading to better memory. Yoga provides with an increased awareness of own body leading to improved posture and greater self-confidence.

Yoga Education for Human Well Being

Since Yoga works on the level of one's body, mind, emotion and energy it has given rise to four broad classifications of Yoga: karma yoga, where we utilize the body; bhakti yoga, where we employ the emotions; gyana yoga, where we apply focus upon the mind and intellect; and kriya yoga, where we focus on the energy.

In the modern society the constant changing situation from infancy to youth and maturity is a very delicate matter to be dealt with utmost care. While dealing with physical transformations, children also require developing their own identity and purpose and managing successfully the adverse circumstances. The pressure on young people are also paramount right from scholastic, succeeding in school, being able to establish their own identity in the family as well as in the society, etc. which often are creating stress which impacts mental health and well-being in a negative manner. Thus, the present circumstances have become very complicated both for educators and parents, as well as for the students, to promote a positive mental

health status in the midst of towering competitive and adverse environment. In such conditions yoga proves to be a great tool for children and young people to cope up with stress and various mental health issues. Yoga is a great means for developing the personality of children and making them capable of facing the present-day challenges and problems by modifying their physical and psychological behaviour. Yoga helps students improve flexibility, emotional health and self-regulation skills to build a vibrant physical and mental ability. Yoga enhances attention, stress alleviation, self-consciousness, self-regulation, behavioural and emotional development, and self-confidence in everyday life. In order to nurture motivation, self awareness, improved sleep, and healthy and balanced living yoga is very effective in all terms to counter negative social and cultural influences, including the present day life style. According to clinical studies yoga improves academic performance and emotional balance in students.

It is very important for the education system to develop personality in the learners. Personality is the continual patterns of a person's behaviour that speaks about the unique characteristics of a person. . In Yoga, the ideas of ego, self, and consciousness have diverse implication. The ideas of *pañcakoṣas* and *guṇas* are very significant in the milieu of understanding and development of personality. Yogic school looks at a person more profoundly over and above physical body and mind by adding another dimension called self or *Atma*. There are the three types of personalities according to Yoga namely *sāttvika* personality, *rājasika* personality, and *tāmasika* personality. *Sāttvika* personality is characterized by *sāttvika guṇa* having inborn craving to be good and caring motivated by ethical strength, reverence for charity, non-violence, reflection, compassion, calm, self-discipline, and purity of character ,clemency, endurance, love and compassion for others, philanthropic behaviour etc. *Rājasika* personality is characterized by passion-oriented with desires and intense endeavour, attachment with self-interest, lack of discretion for right and wrong etc. *Tāmasika* personality is characterized by lethargy, indolence, negligence, delusions, lack of enlightenment, Procrastination, gossiping, vagueness, hateful, revengeful etc. In reality pure *sāttvika*, *rājasika*, or *tāmasika* personalities are a rare phenomenon for, generally, people have the permutation of two or more *guṇas* and are subjugated by more than one *guṇa*.

Human body is a very complex chemistry. So, It is very important realize that the sense of well-being will never come about except we take an inward and renovate our own inner chemistry. We may take all possible measures to transform the out ward setting to enjoy the most sophisticated form of comfort and luxury but the sense of joy and well being will not occur unless we do it from inside body and

mind. The modern life issues like stress, competition, deadline, oppression in work place, life goal, maintain living standards, socialisation and such other things cannot be managed merely by making arrangement from outside because what we call human experience essentially comes from within. Whether we are jubilant or miserable, tormented and blissful everything is our own created feeling in response to the outside stimuli. . So until we look inside and do your best for inner well-being we keep creative mess with our lives.

Conclusion

Yoga aids us to take the proper mind-set towards our challenges and so that we can deal with them successfully and capably. It enables our will to transform in us which is transformable and strengthens us to acknowledge what is unattainable, and by empowering us to identify the subtle difference to know the divergence. So Yoga activates this attitude that needs to be essentially cultivated within us. It builds the attitude of letting go of all our worries and problems and helps us understand our psychological procedure to create a harmony in our body and mind for any discord in them causes of psychosomatic ailments.

The utility of Yoga is to craft synchronization in the physical, mental, psychological and spiritual aspects of the human life. By regular practice, by using mindfulness, skill and wisdom, one can become blissful and enjoy happiness and peace irrespective of any adverse circumstances and conditions in which one may find him. So it is indispensable to learn the art of becoming a witness of the world. The quality and features in our own selves belong to the outside world or this universe. So when we endeavour to understand the world we are introspective to find every element of nature within us.

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Examining the Role of Organizational Citizenship Behaviour & Commitment with Regard to Gender

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ABSTRACT

In educational system teachers play an important role in shaping the environment of the educational organization. For the benefit of organization, colleagues and students they play an extra role for which they expect no reward from the organization. A committed teacher builds the educational organization in such a way that a strong bonding in between the teacher and the organization is made. A teacher eagerly perform all their duties on a continuous basis. The objectives of the study was to investigate whether OCB and commitment of male and female teachers differ. For the study 600 teachers were taken as sample. Questionnaire was used as a tool for interviewing male and female teachers. Quantitative analysis has been done with the help of SPSS in the present study. From the study it has been concluded that male and female teachers differ in performing extra duties and in exercising commitment towards organization.

KEYWORDS: Organizational Citizenship Behavior, Organizationla Commitment and gender.

INTRODUCTION :

In an educational organization teachers play extra duties for helping colleagues, organization and students. The extra role behavior are all helping behaviors towards organization (OCBO), towards persons (OCBP) and towards students (OCBS). Similarly a committed teacher helps to shape the ideal structure of an organization. Organizational commitment is one of the important factors to create Organizational Citizenship Behavoieur. Organization commitment represents a force that obligates a person to remain in the organization in order to achieve organizational goals. But whether the male and female teacher differ in performing their extra role behavior and showing commitment towards the organization is a question to be raised. That is why in the present study the role of male and female teachers regarding performance of extra role behavior i.e. OCB and organizational commitment has been studied.

DEFINING OCB AND COMMITMENT:

OCB (organizational citizenship behavior) is a term that encompasses anything positive and constructive than employees do of their own volition which

supports co-workers and benefits the company. OCB has gained much academic attention since its conception. It is perceived to be something intangible. OCB is not always formally recognized or rewarded and concepts like 'helpfulness' or 'friendliness' are also difficult to quantify. Currently, the most popular dimensions used to measure OCB are found in the five factor model of organ (Organ 1988). The five factors are as follows:-

- Altruism : Being helpful.
- Courtesy : Being polite and courteous, prevent conflict.
- Civic Virtue : Showing interest and involvement with the Organization. Defend organization policies and practices.
- Sportsmanship : Tolerating less than ideal conditions, accepting of changes and performs request without complains.
- Consciousness : Doing more than just the minimum attention to details. The concept of three component model of organizational commitment combines together the employee's behavior in organizations (Allen NJ and Mayor J.P., 1990).
- Affective Commitment : refers to the employees emotional behavior, Identification, attachment and involvement with their organization.
- Continuance Commitment: refers to employees' commitment based on the value associated with their organization
- Normative Commitment : refers to the employees' responsibility for the job and thus makes them stay with the same organization.

LITERATURE REVIEW:

According to organ (1988) OCB is a good soldier syndrome. Organisational commitment is one of the important factors to create OCB. The domains of OCB are identified as altruism, courtesy, loyalty, civic virtue, voice, functional participation, sportsmanship, advocacy participation etc. (Cohen & Kol, 2004), yet there is a

general opinion that OCB is not clearly defined. However, it is a set of behaviours which can be grouped together. Podsakoff et al. (2000) mentioned as many as thirty overlapping organizational citizenship behaviours. OCB has a promotional role to play in the overall organizational performance (Williams and Anderson, 1991). Positive influence of OCB develops individual performance level. The effect of gender on work engagement was examined showing significantly positive relationship between employee engagement and OCB. It was also seen that gender has no role to play on work engagement (Tayyab, 2005).

PROBLEM STATEMENT:

The present study intends to examine whether OCB and commitment of a person in any organization is influenced by gender or not. Male and female college teachers perform differently or not while they show extra duties or commitment towards their organization. Different elements of OCB and commitment are studied linking with gender as the title of the research “Examining the role of OCB and commitment with regard to gender”.

OBJECTIVES OF THE STUDY:-

- i) To find out the impact of gender on OCB.
- ii) To find out the impact of gender on commitment.

HYPOTHESIS OF THE STUDY:-

- H₀₁ : There is no significant difference in OCB between male and female teachers.
- H₀₂ : There is no significant difference in commitment between male and female teachers.

METHODOLOGY:-

- **Variables of the study :**

Dependent variable: OCB, Commitment

Independent variable: Gender

- **Sample:** 600 college teachers (Male – 223, Female 377) were taken as samples for the study.
- **Tools used:** For measuring OCB a scale developed by Jimmieson & Hannam (2006) was used by the researcher and for measuring commitment, Allen & Moyer's (1996) original commitment scale was used.
- **Method of Analysis:** Quantitative analysis using Mann-Whitney 'U' Test – A non parametric test has been done through SPSS in the study.

• **Delimitations of the study:**

- i) Only college teachers from Kolkata and Suburbs were taken as respondents for the study.
- ii) Only Govt aided colleges were selected for sampling purpose in the study.

RESULT & DISCUSSION:

H₀₁ : There is no significant difference in OCB between male and female teacher.

TABLE 1

Different dimensions of OCB for male & female teachers

Null Hypotheses	Test	Sig	Decision
a) The distribution of OCBO is the same for male & female teachers	Independent samples Mann whitney U Test	.011	Reject the null hypotheses
b) The distribution of OCBP is the same for male & female teachers	Independent samples Mann whitney U Test	.000	Reject the null hypotheses
c) The distribution of OCBS is the same for male & female teachers	Independent samples Mann whitney U Test	.003	Reject the null hypotheses
D) The distribution of OCB Total is the same for male & female teachers	Independent samples Mann whitney U Test	.001	Reject the null hypotheses

The level of significance is .05

H₀₂ : There is no significant difference in commitment between male and female teachers.

TABLE 2

Different dimensions of commitment for male and female teachers

Null Hypotheses	Test	Sig	Decision
a) The distribution of affective commitment for male & female teachers	Independent Samples Mann Whitney U Test	.000	Reject the null hypotheses
b) The distribution of Continuance commitment for male & female teachers	Independent Samples Mann Whitney U Test	.000	Reject the null hypotheses
c) The distribution of Normative commitment for male & female teachers	Independent Samples Mann Whitney U Test	.003	Reject the null hypotheses
d) The distribution of commitment total for male & female teachers	Independent Samples Mann Whitney U Test	.000	Reject the null hypotheses

The level of significance is .05

CONCLUSION:

It can be inferred from the above discussion that there would be significant difference in the level of OCB and commitment between male and female teacher as the null hypothesis are rejected. Male & Female teachers would perform differently in case of OCB and commitment.

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Introducing Some Innovative Methods for Science Teaching

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ABSTRACT

Student-centred education means giving students responsibility for their own learning. They will participate in setting their own goals, manage their own learning process and have the freedom to find their own direction in their education. They will become independent thinkers by developing the strategies and the confidence to learn by discovery, rather than simply memorising factual information. More than just conveying the facts or findings in science, students will love to explore the world of science. These innovative teaching methods in science can substitute the typical teaching techniques to achieve the goal.

If we are serious about educating a generation of geo-literate citizens, it is important that we break down our own out-of-date views about learning and replace them with new images of how we should educate young people and what kind of knowledge and skills we should be aiming for.

The purpose of this paper is to suggest useful innovative teaching methods that can be attempted in imparting knowledge to the students.

Key Words: Innovative methods, teaching, science, knowledge

Introduction:

Student engagement and understanding of materials is given more emphasis in today's education over spoon feeding the facts. Therefore, using black-boards or the typical lecture methods are not adequate to teach science and other related subjects. Many scholars and researchers have proposed advanced ideas and they claim that virtual teaching scenarios or simulations can help to build better understanding of subjects amongst students.

Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education. The problems which society faces are essentially the problems of educational institutions which are required to be innovative as they teach new skills and develop new insights and approaches towards the solving of social problems which the nation faces. Students must be empowered to be able to withstand the global challenges of the 21st century. The Oxford Dictionary defines innovation as "the introduction of novelties, the alteration of what is established methods" which is what this article strives to do.

The purpose of education is not just making a student literate, but adds rationale thinking, knowledgeability and self sufficiency. That's why teaching nowadays must include innovative

Communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

Objectives:

1. To focuss the importance of innovative teaching
2. To Discuss the challenges to be the most demanding in innovative teaching
3. To know effective teaching and learning strategies in innovative teaching
4. To know, why is innovation in education moving to the forefront?
5. To suggest some Innovative methods of science teaching

Methodology:

Only historical and academic study is used for this paper. The main purposes of this method do some discussions, identification and know about Innovative methods of science teaching

Sources:

Information and data are collected mainly from secondary sources. It includes mostly published information of various government and non-government sources (Journals, News paper, Books, Internet, and Magazines).

What is innovative teaching?

Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power?. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching!

Importance of Innovative methods of teaching

- It attracts the student's attention in the classroom.

- It makes them interested in subject and eager to learn more.
- It stimulates their minds.
- It makes them understand the subject rather than just memorizing it.

The following challenges to be the most demanding in innovative teaching

- Motivating all students
- Increasing the cognitive skills of resource-deprived students
- Sustaining student engagement
- Addressing students' preconceptions
- Creating time to participate and contribute effectively during individual teams' discussions and building activities (with 7 – 10 teams, typically in each class)
- Promoting greater social collaboration within and between teams
- Resolving group dynamics
- Coping with students' "Been There, Done That" attitude
- Inducing students to build well thought out designs while advancing their met cognitive skills
- Constantly developing genuinely interesting challenges and activities.

The effective teaching and learning strategies in innovative teaching

- Using appropriate just-in-time learning stimuli
- Engaging students' preconceptions prior to teaching them new concepts
- Providing deep foundational knowledge
- Helping students make appropriate connections within the context of a conceptual framework
- Organizing knowledge in ways that facilitate information retrieval and application
- Allowing students more opportunities to define learning goals and monitor their progress in achieving them

Why is innovation in education moving to the forefront?

1. Access to one another. – The power of social media is not in the sharing of information but the connection to one another. For innovation to happen in any field, it is important that there are places where people can connect easily one another, often referred to as "spikes". A "spike" is a congregation of people coming together that are in a similar field, like Silicon Valley for start-ups, Nashville for

country singers, and so on. Social media has provided that “spike” for different fields (specifically in this case education) where we can come together to share ideas and build upon the ideas that we bring to one another. For innovation to happen culturally in education, a “spike” is essential. People drive innovation.

2. Unlimited access to ideas: We do not only have access to practicing teachers and educational thought leaders (who are not only researchers, but are present in every aspect of the field), but we also have access to a huge amount of people outside education at our fingertips. Those ideas can be reshaped and applied to education in much easier way than a time when that access was limited. We need to take advantage.

3. Schools as a whole need to get better: With the world outside changing, schools need to help our students become leader in a world that expect a lot of different things from when I was a kid. It is not that there aren’t great things already happening in schools. For example, relationships will be the most important thing in schools yesterday, today, and tomorrow, but that is only a foundation of our institutions. If the world is asking for people to be innovative and think differently, schools can no longer shape students to all think the same.

4. Schools can see what other schools are doing: This is not meant to put schools into competition with one another, but it is in a hope that we do simultaneously and push one another. Other than the occasional face-to-face interactions educators had with each other, it was hard to really hear about what was happening in other schools. The majority of schools are not trying to contain this and make it exclusive to their students, but to share and collaborate with others to help students, no matter where they attend. We will always serve a diverse community of learners and the more we can help each student, the better we all are.

Innovative methods of teaching

- **Hands on Learning:** This is the best teaching method invented so far that involves the active participation of students to experience scientific concepts than to just have an audience view. Schools are promoting the use of low cost apparatus in classrooms to helps students to have hands on learning experience. It can be a string telephone to teach about sound and communication, matchstick means to teach 3D structures, notched pencil to teach rotation motion or anything similar.
- **Story Telling:** Students love to hear stories and therefore, storytelling is one of the best ways to get their attention in class. Teacher can explain the facts of biology or the laws of physics in the form of stories. This is a mental

organizer as human brains can remember stories than just plain facts. Some teachers present the whole concept as a story while some others use a story to open and end the session.

- **Role Play:** This innovative method is becoming an integral part of science education as students can intellectually and physically involve through activities while learning a new concept. Activities can be organized in classroom sessions where a group of students can take the role of atoms or molecules to study a chemical reaction or they can represent a scientist group to demonstrate the particular scientist's laws.
- **Sports Based Learning:** This is an interesting approach to learn problem solving in physics or a step wise method to study complex chemical reactions. A game of football or cricket helps them to learn about percentage, average or probability which can find its use in physics problems. Sports are mostly played in teams which also promote the importance of team work that helps them to synchronize better in group projects.
- **Visual clues:** Using visual clues easily supplements auditory information and students can easily connect better with ideas. The multi-sensory experiences improve their understanding and memorization. This includes drawings, diagrams, and pictures to assist theory and setting up examples to show its application side. The sequence of lab procedures can be better taught using pictures with words approach.
- **Instructional Conversations:** Building instructional conversations is a key method to teach science vocabulary. Let them talk in between the lectures about the experience they had with an application related to the topic of discussion. This promotes their dialogue construction in science as they communicate using scientific and technical terms. Make this a classroom strategy to help students to easily learn science vocabulary.
- **Science Text Cards:** This is an innovative teaching method to convey the science facts in an easy and organized way. In this activity, statements related to science concepts are written on index cards. Students can work individually, pairs or in groups to sort the cards based on the given format. The formats include true/false, agree/disagree, matching pairs, classification, sequencing and more.
- **Virtual science labs:** There are many virtual science labs available online for free and therefore, this approach almost gives hands on experience of

learning the subject without much expense. Detailed diagrams, illustrations or close up pictures allow students to virtually get inside a plant or animal part without actually doing it. Dissections in biology can be studied thoughtfully with a virtual hands-on sensation without the problem of odour and similarly, experiment a chemical reaction without burns.

- **Word walls:** Science word walls in classrooms can stimulate the interest of students in the subject and an opportunity for them to illustrate different concepts. In an advanced technique, a more in-depth understanding of different scientific terms can be made possible with pictures that accompany the words. This is also an option to help them better understand words with multiple meanings. Teachers can design creative word walls or ask students to contribute to the idea weekly or monthly.
- **Thinking Maps:** This is an ideal way to visually represent different thought processes which help to organize the science education with a better flow. There are different types of thinking maps available which can be chosen wisely to represent the particular topic. This includes bridge maps to teach relation between ideas, brace maps to break larger objects into smaller parts, flow maps to show sequence of events, multi-flow maps to show effects or causes of an event, tree maps to classify objects or ideas and more.
- **Mini anchor charts:** These interesting charts are a great idea to give a detailed overview or explanation of a science topic. Teachers use it to interactively teach areas such as scientific methods, types of energy, plant life cycle, states of matter, mixtures and solutions, force & motion and more. To make the whole idea interesting, teacher brings variations such as black and white charts, coloured ones; fill in the blank models, and full page anchor charts for large classrooms.
- **Crossover Learning:** In this teaching method, students are given opportunity to learn in multiple settings such as inside the classroom, museums, field trips or clubs. Teachers can use this method effectively by proposing a question in class, taking students to informal settings to find answers and then, going back to classrooms to discuss and share the findings. This way, learners can record, link, recall and share their diverse learning events to explore the topic and get a deeper level understanding.
- **Argue with Science:** Learning through argumentation gives students a widened thinking to contrasting ideas which in turn deepen their understanding. They can refine ideas with others and engage with open-

ended questions, and re-state observations or remarks in a more scientific language. Teachers can also guide them in their approach and share the intellectual expertise with them.

- **Context-Based Learning:** In this method, students are given the opportunity to create context and explore ideas from them. They interact with surroundings, hold conversations with subject experts, make relevant notes and attempt to modify the nearby objects. The context can be understood in detail by exploring the world around. This gradually helps them to interpret new information from the context and relate to what they already know.
- **Computational thinking:** This is an advanced technique to improve thinking and problem solving skills. The method comprises decomposition i.e. breaking large problems into small units and pattern recognition-related problems to the ones which were already solved successfully in the past. Computational thinking skills also cover algorithms-step by step approach to reach a solution; abstraction-neglecting unimportant details and debugging-refining these steps.
- **Science museums:** Give opportunity to students to visit a science museum as part of the learning process. This gives them access to innovative resources and they can visualize data they learnt in class. They can have a look at the real work of scientists which improves their urge to learn about it further. Regular visits to museums make learning science more engaging and interesting.
- **Projects:** This can be an individual activity or group activity which helps students to showcase the application side of what they learnt through theory. This method involves choosing the idea, building a plan, executing the plan and finally evaluating it. When students pass-through these stages, they can improve their skills to express ideas, problem solving, overcoming the challenges, team work and self assessment.
- **Multimedia Approach:** This method is a blend of text, audio, animation, video, still images or interactivity content forms to teach diverse difficult to understand concepts in science. The educator can convey vast information using advanced media, devices and techniques, and involve a wide range of activities to provide a meaningful learning experience.
- **ICT Enabled Learning:** ICT refers to the use of Information and Communications Technology to teach the scientific ideas that

promotes open source learning. In order to make the accessing, storing, transmitting, and manipulation of information more easy, this approach integrates telecommunications, computers and relevant enterprise software, storage, middleware, and audio-visual systems required to handle the topic.

- **Video clips:** This teaching technique makes use of instructional video clips available online or in libraries to show and teach a new concept. The animation of a process or evolution can be conveyed better with videos. It can also be videos of demonstration of an idea or an application side of a theory or an interview with a scientist, tutorial by a subject expert and more.
- **Power Points:** Instead of the conventional talk and chalk methods, teachers now include power point presentations in their classroom sessions to make it more interesting. They connect the computers to projectors to address a larger classroom and include interesting slides with diagrams and flow charts to make the teaching more interactive.
- **Mini-labs:** Mini-labs allow students to take part in hands-on activities inside the classrooms to illustrate a concept. This makes classroom sessions more fun, engaging and memorable. Students can attempt to mock-up day/night with a globe and flashlight, build circuits, test for conductivity and magnetism, produce mixtures and solutions or model the formation of sedimentary rock and more.
- **Science Fair:** Schools should conduct science fairs as part of their teaching strategy to promote students interest in the subject as well as to evaluate their level of understanding. In this competition, students are given a time frame to answer a question or perform a task through a range of experiments and research. They showcase the output in the form of reports, display board, or as models.
- **Research books:** Teacher can promote the use of research books in classrooms rather than just text books and lecture notes. Students are asked to do a research on whatever topic is covered in class by means of libraries, websites or by talking with experts. This can include the extended information of their syllabus and their findings with diagrams and charts to emphasize it. They can share their research books with classmates too.
- **Science kit:** This is one of the innovative methods of teaching science to kids and adults alike. Let it be physical science, life science, or earth science, teachers are now making use of science kits to help students have an engaging educational experience. They can conduct small experiments

with guided instructions to identify rock specimens, to watch out for insect metamorphosis or demonstrate chemistry reactions.

- **Science movies:** Teachers take initiatives to take them for science movies in theatres or in school halls that clearly showcase the application side of scientific concepts. More than just entertaining them, many science movies captivate their attention and illustrate diverse science concepts in the real world. Science and nature-focused documentaries is one of the best ways to introduce science to kids than spoon feeding them with text book content.
- **Science games for kids:** Kids always love to play and that is why smart teachers introduce science to them with interesting games. They can learn more about science and technology with fun. A wide range of games are available online that showcase the concepts of animals, plants, space, forces, light, sounds, magnets, electricity, weather and gases. There are games with multiple levels and passing each level teaches a new concept and illustrates scientific experiments.
- **Science Exhibition:** Encourage your students to take part in science exhibitions as part of school level or inter-school level competitions. This is a great opportunity to bring out their creativity in science and design an application based on a scientific concept. Develop this inquisitiveness and creative mindset in students right from the elementary classes to help them to grow up as science enthusiasts.
- **Mobile apps for Science:** A number of mobile apps are available online for elementary, middle school and high school students as well as for those undergoing advanced studies. Today's kids are tech savvies and they love to learn science using their gadgets. The advanced mobile apps built with innovative features in fact turn students into scientists. This lets them hold science in their hands and explore it with just a few taps. The popular apps in the category include Human Body, Cosmic Zoom, Earth Primer, Video Science, Science360, NASA GLOBE Observer and a lot more.
- **Reward discovery:** Right from the elementary classes, teachers should support, guide and inspire students to discover the wonders of science. With an inquisitive mindset, there are a lot to discover from the science world we are living in. Also, reward them for the small discoveries they make and let them share and present it in class.
- **Interactive science journals:** This is an advanced version of lecture notes in which students express the information they learnt into different

templates and elicit their own responses. Students can use this technique effectively to have a deeper connection to their learning and this activity promotes their higher level thinking. They can be creative with their notebooks using pictures, charts and comments, thus, building an encompassing resource for future reference.

- **Science at home:** Like scientists say, science starts from home. Encourage your students to discover science at home from elementary classes itself. Ask them to find out a specific science concept application at home as assignments and let them discover science on the go. There are fun science activities at home that involve parents and kids such as measuring Earth's circumference with a shadow, creating under water fireworks with chemistry, building a balloon powered toy car and a lot more.
- **Flipped Classroom:** In this innovative teaching technique, students are asked to go through video instructions or tutorials in the initial stage, i.e. digital learning. The second stage will be in classrooms where they involve in challenging tasks and assignments based on the information gathered through video assets. This flipped learning frees up class time for activities such as hands-on labs, guided practice or online simulations.
- **Guided Discovery Problems:** Understanding science is more than just knowing some facts and the guided discovery problems method makes it possible. This technique can be integrated into lecture, lab and field courses. It refers to understanding science step-by-step through the discovery process and involves collection and processing of data, debugging and explaining it through intriguing puzzles, structured hands-on activities and right presentation of information. The conceptually difficult or counter-intuitive topics are better handled with this approach.
- **Science Quiz:** Include quiz as a part of your classroom sessions when teaching science. This can be done as a whole class activity by splitting the group into 4 or more sets. The questions can include the application of the theory taught in class. Students can discuss and share ideas to find the solution within the stipulated time frame. This teaching approach helps students to think from different angles and sometimes, to think out of the box.
- **Build your model:** This can be a challenging task given to students as part of science education. Models are the building blocks of science which are used to explain the diverse aspects of real world. Ask your students to build

their own model using the scientific knowledge they have acquired and you can provide supportive guidance. Students will be creative in making models and designing their own imaginative means of testing them. This is the right approach to find the scientist in them.

The new era teachers and science enthusiasts have come up with many innovative teaching methods in science and the listed ones are just a few among them. We live in a scientific world and the advanced teaching strategies are helping students to discover and explore science every day. Other than the listed methods, teachers looking for advanced techniques can also try group discussion, case studies, laboratory experiments, seminar, outdoor teaching, creative illustrations, crafts, dramatization, and interactive lecture demonstrations to help students to experience the beauty of science.

Conclusion

Any innovative teaching and learning method is not a quick fix or universal remedy. It cannot replace a traditional teaching methodology in education but rather supports it. However it is clear from the literature, that innovative teaching methods do provide students with greater experience in dealing with the world of work related issues they encounter. Innovative teaching methodologies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development.

The new era teachers and science enthusiasts have come up with many innovative teaching methods in science and the listed ones are just a few among them. We live in a scientific world and the advanced teaching strategies are helping students to discover and explore science every day. Other than the listed methods, teachers looking for advanced techniques can also try group discussion, case studies, laboratory experiments, seminar, outdoor teaching, creative illustrations, crafts, dramatization, and interactive lecture demonstrations to help students to experience the beauty of science.

Any teaching method without destroying the objective could be considered as innovative methods of teaching. The core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset.

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Stakeholders--- Helps to Increasing the Qualitative and Quantitative Progress In Educational Institutions

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ABSTRACT

Basically Education is enhancing the quality of Human Resource in World and as well as India, too. But the features of stakeholders and their important role playing in increasing the quality of any Institution. Here the internal quality assurance systems are explaining for upliftment of any institutions. The quality enhance teaching learning can bring the good future of students. The importance of students survey are also explaining here. The use of ICT based technology also improve the quality of Educational Institutions. The various measures which are use for developing the institutions' success. The stuff development programmes, Institutional Governance, Concept of mentoring , interface quality, students' participation in quality assurance, etc are also have great importance to enhance quality of an Educational institution. In this paper it is clearly explaining the concept of Stakeholders and their important role to enhance the quality of an Educational Institution and as well as other institutions also.

Key words: Stakeholder, ICT, human Resource, educational Institution, Upliftment, Students Survey.

Introduction- The expression "Quality" exists on several paradigm. It is an ephemeral as 'Beauty as beheld by the viewer' to some who are understood to be the 'Relativists', whereas the 'objectivists' identify quality with specific attributes. The word Quality originates from the Latin word 'Qualis' meaning 'What kind of'. With a variety of meaning and connotations, it has been referred to as a 'Slippery Concept' (Pfeffer and Coote, 1991). Webster Dictionary describes it, inter alia, as a 'degree of excellence' and 'Superiority in kind'. The British Standard Institute (BSI) defines quality as the feratures and characteristics, on the whole, of a product or service that bear on its ability to satisfy stated or implied needs. Green and Harvey (1993) have recognised five approaches to ascertain quality:

- Exceptional Standard (Exceeding high standard)
- Consistency(exhibiting to zero defects)
- Fitness for purpose (The product or service meets the stated purpose)
- Value for money (Efficient and Effective), and
- Transformation(Qualitative Change)

Stake Holder- The actual word ‘Stake Holder’ first appeared in the Management Literature in an internal memorandum at the Stanford Research Institute in 1963.

“A Stake Holder in an organization is any group or individual who can affect or is affected by the achievement of the Organization’s objectives”.

Definition of Stake Holder--

- “An individual, group, or organization which has a share or interest in insurer- provider relationship and is a party that affects or can be affected (either positively or negatively) by the proposed strategies for synergy between provider and insurer.”
- Schmeer (1999) suggested that Stake Holders can include members, employees, related organizations, potential partners, suppliers, the public, regulatory bodies and the government.
- In Commercial organizations customers and owners are also included as key Stake Holders.
- Freeman (1984), whose work is credited for the development of stake holder theory and his seminar book titled “ Strategic Management- a Stake Holder Approach” defines stakeholders as any group or individual who can affect or is affected by the achievement of the organization’s objective.

The entire education system is undergoing a paradigm shift to meet the demands of the global scenario in the new context. Quality education become the prime goal of every educational institution. Not any education but only ‘Quality Education’ can meet the challenges of knowledge based economy. Many countries have adopted external quality assessment as a formal mechanism of quality enhancement. Integrating quality assurance into the system and systematising it is the immediate need of the hour. The Educational Institution must develop a regulatory mechanism to ensure minimum standards. Broadening the public esteem for the institution, enhancing collaboration, broadening the ideas of excellence by planning and integrating assessments becomes the responsibility of every educational institutions.

External quality assessment can always provide a right perspective, but it is the internal quality assurance system that should evolve the action plan. Establishing mechanism of internal quality assurance becomes the most important part of the quality exercise. The internal quality assurance system has to work towards conscious, consistent, catalytic improvement in the performance of the institution. This would require channelizing the efforts oin the right direction.

Without the sense of belongingness the participations of all the Stakeholders of the institutions the goal of quality enhancement is difficult to achieve.

The internal quality assurance system needs to focus on following mechanisms:

- Efficient and timely performance of academic, administrative and financial tasks.
- Effective conduct of teaching- learning process using student centric methods and modern teaching aids.
- Relevance and quality of academic and research programmes.
- Credibility of evaluation procedures.
- Adequacy and maintenance of support services.
- Developing the internalize of best practices.
- Gaining student support and participation from all the stakeholders in quality assurance.

Internal Quality- This would include improving internal environment and processes, setting up stringent quality assurance and monitoring systems. There is need to identify and apply relevant concept of total quality management to each and every aspect of academic life, administrative activities and ensure accountability by undertaking greater responsibility. In other words, increasing educational effectiveness through internal process refinement can help to achieve planned goals for the institution.

Educational system is a comprehensive concept that includes functional units such as:

- Management.
- Faculty.
- Students.
- Administrative stuff.
- Infrastructure.

Quality enhancement in Teaching- Learning- Teaching- Learning is the core of the academics and measures can be taken for effective curricular transaction. This involves:

- Setting up curricular priorities.
- Careful designing of teaching plan.
- Announcing the teaching plan at the beginning of every term.

- Effective instruction time.
- Using innovative teaching methods such as seminars, group discussions, field visits, case studies, quizzes, demonstrations, etc.
- Enriching learning ambience by organising seminars, workshops, conferences.
- Improving course completion rates.
- Using of information technology.
- Linking communication skills and course work.
- Improving physical learning environment.
- Applying the concept of peer learning.
- Mentoring Programmes.
- Training the staffs in counselling skills.
- Using psychological scales for identifying problems related to study habits and examination stress.
- Training students in examination skills.
- Encouraging interdisciplinary programmes and research based learnings.
- Catering to the needs of different learners.
- Responding to students' feedback.
- Well- Designed evaluation of students' performance.
- Measuring learning outcomes of students.

Focus on Quality of Student Learning-- It is highly essential to develop a mechanism that can measure student satisfaction as regarding learning. Educational Institutions can develop and articulate a clear learning outcome for a course or a programme and external quality assurance guidelines should come up with clear standards that can serve as reference points. A clear assessment of learning outcomes and competencies acquired by the students during a particular course can be under taken as a quality measure. This can then certainly validate the quality of educational delivery in the true sense.

Staff Development Programmes-- Following measures can be used for the purpose of professional development of the faculty:

- Undertaking research projects.
- Collecting information about recent developments in the respective fields.

- Attending seminars, symposium organised by the other institutions.
- Participating in State level, National level and International level conferences and presenting research papers.
- Developing links with research organizations.

Institutional Governance- Managing Institutional policies with the help of lines of authority in the institution is a crucial task. Formal and informal arrangements are to be made to allow people to make decisions and task actions. Planning for developing individuals and teams to achieve institutional objectives is the responsibility of the management. Commitment from the top management is essential to create a system that can improve the performance of the organization. Reviewing and improving infrastructure and student support services such as library, sports and canteen facility is important in the process of quality enhancement and sustenance. Facilities in an educational establishment influence students since they spend much of their time on the campus and these facilities indirectly complement the teaching- learning process.

Concept of Mentoring- Students as learners need supervision, coaching, feedback, counselling and encouragement at different times according to individual needs. In today's world, students are under a lot of peer pressure and also are stressed out due to the fast pace educational environment. Teachers can play a major role to help this situation. Mentoring is an invisible activity inseparable from teaching- learning. But one can implement planned mentoring through structured programmes. Such a programme can turn in to a helpful relationship if based on mutual respect, trust, honesty and confidentiality. Teachers can be good mentors provided they have genuine in the students. Implicit communication, caring attitude is essential part of the exercise. Special relationships between students and teachers can infuse energy and inspiration in to the learning process and can produce an impact on what the students learns and how he views himself. Hence, there is an urgent need for higher educational institutions to develop such structured programmes.

Interface Quality- Following measures will be useful in achieving interface quality:

- Active interaction through parent- teacher association.
- Industry interaction.
- Survey of Stakeholders' satisfaction.
- Active alumni association.
- Establishing professional courses by involving visiting faculty.

- Interactions with companies for placements.
- Unique extension activities.
- Conducting seminars, workshops and organizing guest lecturers.

Students' participation in quality assurance- Students can be involved in the following educational processes:

- Students' feedback can be used in developing suitable learning methods and curriculum priorities.
- Alumni of the Institution can share their experiences about quality of academic programme.
- Students suggestion can be used in providing transparency in evaluations and assessments.
- Promoting active participation of students council and establishing quality circles.
- Utilizing students' suggestions in improving support services.

Quality for tomorrow-- Teachers would be required to use new form of educational delivery based on information and communication technology (ICT). Following measures can help in enhancing futuristic quality:

- Video conferencing.
- Web based learning.
- Learning networks.
- Use of Multimedia.
- E- Mentoring using social networks such as Orkut, Blogs, etc.
- Using Yahoo space for academic interactions with the faculty especially during vacations.
- Industry interaction in terms of internship programmes.
- Interactions with research organizations.
- Creating research centres.
- Industry exposure to faculty at regular intervals.
- Developing course contents with joint partnership with industry.
- Networking with other Educational Institutions.

Use of Quality tools for Quality Assurance and Quality Enhancement-

- Use of flow charts, a full proof pictorial presentations of the thought process, logically evolving towards the solution of the problem at hand.
- Use of Check List, used to observe a particular event within a given time period to collect data.
- Brain storming, it helps to a group create as many ideas to solve a problem in shortest possible time.
- Use normal group technique.
- To use pareto Diagram.
- To use cause and effect diagram.
- To use line chart.
- To use Histogram for graphical representation to understand the total scenario.
- To use scattered diagram.
- To use control chart. And
- To use force field analysis.

Importance of students satisfaction survey--

- It increases the roll strength of a Educational Institution.
- It helps to formation a brand identity as a whole.
- It helps to increase the marketing of a Institution.
- It helps to build the identity of the Institution.
- It helps to creat the ideal examples of future generation students.

Conclusion- In any Institution it is important the achievements of stakeholders. It helps to measure to overcome the faults of an Institution. Students achievements are always helping to build up of a institution in a positive result. The various ICT applications are increase the capacity of an institution. It also determines to help understand the future progressiveness of an institution clearly.

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Development of Humane Qualities in Adolescent Students Through the National Service Scheme (NSS)

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ABSTRACT

After independence the Government of India appointed a number of committees and experts to design an appropriate student programme to develop awareness and respect for the Indian constitution. Any community cannot progress without optimal development of every individual in the society. And it is the social responsibility of every educated individual to create a healthy surrounding and congenial environment for all other person's well being. Education aims at all round development of the individual; and the interaction with peers and teachers that takes place in schools and colleges shape human behavior desirably. A person's psychological and mental health is nurtured through the social exposure and experiences that he/she faces in the course of development in different stages of life. Development and progress of every person in the society is very important as by developing himself he becomes self sufficient and independent. It is our i.e. the teachers' social responsibility to create healthy surrounding and congenial atmosphere for a student's development. Organised extension work in India was started during post independence era to build sense of social responsibility through teacher and students involvement in constructive service with the motto of "Not Me But You". National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India was launched in 1969 and more than 3.75 crores student volunteers from Universities, Colleges and Institutions of higher learning are enrolled under this scheme. Effective implementation of NSS on the youth and society at large can be mutually beneficial to the NSS volunteers and the society. In this study an attempt is made to find out how the objectives of National Service Scheme can be fulfilled through different general activities and activities undertaken in special camps, which can ultimately lead to inculcation of humane qualities in Indian youth.

Key Words: National Service Scheme, humane qualities

INTRODUCTION

The National Service Scheme, popularly known as the NSS, is a major youth activity intended to engage the students of colleges and universities in community service on a voluntary basis. The history of this National Service Scheme dates back to the post independence days of India. The University Grants Commission headed by Dr. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis for developing healthy contacts between the students and teachers on the one hand and establishing a

constructive linkage between the campus and the community on the other hand. This idea was again considered by the Central Advisory Board of Education (CABE) in January, 1950. After considering the various aspects of these initiatives undertaken in other countries, the Board recommended that students should dedicate some time to manual work on a voluntary basis in association with the teacher.

The need for social service for students was further stressed in the draft First Five year Plan adopted by the Government of India in 1952. Subsequently, in 1958, the then Prime Minister Pandit Nehru in his letter to the Chief Ministers, placed the idea of having social service as a prerequisite for graduation. He further directed the Ministry of Education to formulate a suitable scheme for introduction of national service into the academic institutions. Consequently various social service camps were put into operation by different educational institutions.

In 1959, a draft outline of the scheme was placed before the Education Minister's Conference. It was viewed that if the objectives of the scheme were to be realized, it was essential to integrate social service with the educational process as early as possible. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with social service in any form. The Kothari Commission emphasized on involvement of young generation as necessary in the national progress. During the Fourth Five Year Plan the Planning Commission sanctioned Rs. 5 crores for National Service Scheme (NSS).

On September 24, 1969, the then Union Education Minister Dr. V.K.R.V. Rao launched the NSS programme in 37 universities covering all States and simultaneously requested the Chief Ministers of States for their cooperation and help. Starting with an enrollment of 40,000 students in 1969, the coverage of NSS students, increased to 11.36 lakhs during 1995-96. A review committee was set up by the Government of India in August, 1984. Again in the programme of Action 1992 on National Policy on Education, special incentives were recommended to encourage teachers' for their interest and participation in NSS. Human Resource was considered as the seed of the progressive development of the national economy, only when the Education Ministry was changed to Human Resource Development Ministry.

The recommendations of all the committees expressed similar views that the programme of NSS had great potential and, therefore, should continue and expand. Now over the years, NSS programme have expanded both quantitatively and qualitatively. The watchword of the National Service Scheme is 'NOT ME

BUT YOU'. In these days of mass social decadence it can be said that in college life a student can develop his moral values through the National Service Scheme. This reflects the essence of democratic living and upholds the need for selfless service. It underlines that the welfare of an individual ultimately depends on the welfare of society on the whole.

Students in India come in college for their undergraduate degrees at their youth. It is the time of life when one is between childhood and adulthood (Macmillan Dictionary, 2013). But there is difference of opinion among scholars regarding age-based definitions as across cultures or times the definition of youth differs. Thus it is more accurate to focus on social processes in the transition to adult independence for defining youth (Vappu Tyyskä, 2005). It is also defined as the appearance, freshness, vigor, spirit, etc., as characteristics of one who is young". Youth is also an experience that may shape an individual's level of dependency. Personal experience is marked by an individual's cultural norms or traditions, while a youth's level of dependency means the extent to which they still rely on their family emotionally and economically (Andy Furlong, 2013). Youth is the stage of constructing the self-concept. The self-concept of youth is influenced by several variables such as peers, lifestyle, gender, and culture (Thomas, A. 2003). It is the time of a person's life in which they make choices which will affect their future (Wing, John, 2015).

According to a latest UN Report, every third person in an Indian city today is a youth. In about seven years, the median individual in India will be 29 years, very likely a city-dweller, making it the youngest country in the world. With 356 million 10-24 year-olds, India has the world's largest youth age group.

RATIONALE OF THE STUDY

The youth have a great potentiality to change and develop the Nation and it is one of the most valuable human resources. Understanding the significance of youth as a major stage of life it is necessary that this phase of life after boyhood and before adulthood should be given proper attention. At this stage an individual moves from complete dependency to independence. So at this phase, National Social Scheme in Educational institutions can equip the youth to shoulder his/her responsibilities more effectively. Keeping in mind the increasing percentage of youth population in India, this attempt can be very successful in linking community and educational institution. Moreover the students of undergraduate level are academically matured enough to understand the need of the hour and can utilize their power and energy as per requirement.

Arnett in 2000 observed, during the period of 'emerging adulthood' i.e., 15 to 30; most men and women become more affectionate, socially dominant, accountable and emotionally stable. These normative developmental changes in personality functioning have been observed in multiple birth cohorts, in different western nations, using both longitudinal and cross-sectional research designs (Helson & Kwan, 2000; Helson & Moane, 1987; McCrae et al., 1999; McGue, Bacon, & Lykken, 1993; Roberts, Caspi, & Moffitt, 2001; Roberts, Helson, & Klohnen, 2002). However, these normative changes during the transition from adolescence to adulthood also conceal significant individual differences in change (Robins et al., 2001). That is, not all people change in the same direction or to the same extent over the same developmental period. To make use of this youth power, energy for the constructive work and development of the Nation is the chief aim and objective of the National Youth Policy of every country. To develop youth and their personality involving them in various nation building activities like water conservation, eradication of superstitions should be the main focus of the youth policy.

These research findings can help in designing the programmes under NSS. As the activities have a broad scope the NSS volunteers can be assigned with different activities as per their own potentialities and area of interest.

OBJECTIVES OF THE STUDY

To establish the significance of National Service Scheme (NSS) in inculcation of humane qualities in the young students of Under-graduate colleges.

To find out the relevance of different activities under National Service Scheme (NSS) to fulfill the need of a healthy community.

RESEARCH REVIEWS

There are various researches which reveal that social interactions of young students lead to all round development of personality. More the exposure of the students to their own society and community will surely enhance their understanding of their own neighbourhood. The following research findings are shows how individuals' participation in social activities can bring desirable modification in a person's behavior.

Inkeles & Levinson (1963) in their Sociogenic model, assumes that social structure shapes personality. Change in personality is thought to result from a person's ongoing participation in social roles and the social interactions involved therein. A handful of studies have adopted a sociogenic approach and examined the relationship between work experiences and change in personality traits. Absence of

inspiring role models may not encourage youth to enroll in a programme like the N.S.S. and Indian youth is confronted with a dearth of normative role models (Sinha, 1997).

Individuals are assumed to change their behavior as they learn the norms associated with their work roles (Sarbin, 1964). Moreover, individuals fake their self-perceptions on the basis of feedback from peers. It is expected that the Social interactions during the NSS activities will help the volunteers to know the desired behaviors of their social roles.

The association between personality and work is thus likely to reflect two mutually supportive life-course dynamics - social selection, wherein people select environments that are correlated with their psychological characteristics, and social influence, wherein environmental experiences are likely to affect psychological functioning. More recently, Roberts and Chapman (2000) showed that work satisfaction was associated with increase in measures of emotional stability. It appears that work is a socializing force for both male and female.

In India youth forms a major part of the population. There are numerous studies which explored Work Experiences can transform Personality Traits. When desired social qualities are developed through social interaction and social service then the individual himself or herself becomes more equipped for future life. At the same time the society gets benefitted through the service offered by the students or the NSS volunteers.

SCOPE OF NATIONAL SERVICE SCHEME IN INDIA

NSS was started to establish a meaningful linkage between the campus and the community. The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution.

NATIONAL SERVICE SCHEME MANUAL (2006) describe the broad Objectives:

- (I) Understand the community in which they work
- (ii) Understand themselves in relation to their community;
- (iii) Identify the needs and problems of the community and involve them in problem solving process;
- (iv) Develop among them a sense of social and civic responsibility;
- (v) Utilize their knowledge in finding practical solution to individual and community problems;

- (vi) Develop competence required for group living and sharing of responsibilities;
- (vii) Gain skills in mobilizing community participation;
- (viii) Acquire leadership qualities and democratic attitude;
- (ix) Develop capacity to meet emergencies and natural disasters and
- (x) Practice national integration and social harmony.

TYPES OF NSS ACTIVITIES

There are two types of activities of N.S.S. - Regular Activities and Special Camping Programme.

Under Regular Activities the volunteers have to devote 120 hours per year for two consecutive years for regular activities like Shramdan, tree plantation, orientation and other works. And as per the instruction given by Programme Officer fifty percent of total Volunteers enrolled should participate in the Special camp every year.

National Service Scheme Manual (2006) describes the broad areas of NSS, which are as follows:

College students are at the onset of Adulthood, so before entering into any professional or vocational field they should develop competence required for group living and sharing of responsibilities. The NSS activities offer sufficient scope of developing these competencies.

The NSS volunteers are future citizens of the country and they also represents the community. So they should develop an understanding of the society to which they belong. The NSS activities help them understand the community in which they work.

One should be aware of his/her own potentialities as well as limitations to excel in any work. So before assigning any activity to any NSS volunteers the NSS officer should help the volunteers recognize themselves in relation to their community.

Every community has its needs and requirements. If one wants to serve the community then he/she should first identify the needs of the people in the community for fruitful service. Successful identification of the needs and problems of the people will help the volunteers to get involved in the problem solving process.

In present society educational institutions are equally responsible for healthy development of the youth. Through NSS activities the college students may

practice national integration and develop their sense of duty towards other pupil living in their own community - thus developing among them a sense of social and civic responsibility.

Students in the Under Graduate level are enrolled in higher education. So they are enough matured to utilize their knowledge and skill in finding practical solution to the problems of the individual and the community. This will also help them gain skills in mobilizing community participation.

NSS programmes help in capacity building of students to meet emergencies and natural disasters as demanded by the community. At situations it becomes necessary for the NSS volunteers to take on spot decision. As a result they acquire leadership qualities and democratic attitude which remain with them for the rest of their life.

Development of Humane qualities in adolescent students of Under-graduate colleges by National Service Scheme

National service Scheme provides diversified opportunities to students in under graduate colleges to develop their personality through community services. Community services rendered by students have covered several aspects like adoption of villages for intensive development work, mass tree plantation, blood donation, pulse-polio (vaccination) etc. In Urban community adoption of nearby slum is an important activity. Other activities that are selected depend on the needs of neighbourhood locality and community as well as the potentialities of the volunteers.

Keeping in view the objectives of NSS scheme the NSS officers should emphasize on certain important aspects while designing the year-long activities. The scheme should be considered as an opportunity for growth and constructive work for the students. NSS activities should be looked upon as a means of mobilising students for meeting the community needs. But students cannot be considered as mere instruments for meeting community needs, so there should be clarity about the educational and service goals. The community needs should be identified and the efforts to meet them will make the students' activities relevant.

Every year after enrolment in college the new comer students are informed about the NSS activities. Each unit should have 100 volunteers. All volunteers shall work under the guidance of a group leader nominated by the NSS Programme Officer.

Immediate effect on Students

Linking classroom learning to community - Aim of education is all round development of students. Selection of appropriate activities is of much importance and to put the students in a situation in which their knowledge of the subjects learnt through books and teaching aids in the classrooms could be depended.

Identifying abilities and aptitudes - There are a variety of activities under NSS. Active participation in different activities may help the students understand their own abilities and aptitudes. Thus the students can discover themselves and in future this will facilitate selection of careers and occupations for future work according to their aptitudes.

Learn to work in team - The programme officers should create conditions in which the students will learn to cooperate, collaborate and work together constructively. Experiences in group living will promote better realization of the importance of team work. Thus the volunteers will learn to be tolerant and to function as a team.

Improve communication skills – There are certain activities which require the students to communicate with people of different backgrounds; this strengthen their communication skills. Improved communication is the key to make an effective change in life of students.

Bridging social gaps – Schools and colleges are places where students from different social, economic, cultural and educational backgrounds meet at a similar platform. NSS activities increase the scope further to bridge the gap between the rural and the urban people, the rich, middle and lower classes in and through the activities of the student community.

Development of desirable values – Through the year long activities the volunteers develop values and attitudes that nurture a culture of peace and non-violence which is an emergent need in present Indian scenario.

Development of leadership qualities – The programme officers select group leaders for execution of different NSS activities. Group leaders should be competent to perform their function well. All volunteers of the unit should follow their group leader and work together in fulfilment of the objectives of NSS.

Other development – The volunteers build self-knowledge and develop proper understanding of the concepts of poverty, health, caste, gender equality and environmental sustainability in Indian perspective through active participation in NSS activities.

Activities having future impact

The education and service goals need special mentions in the context as this has future impact along with immediate effect.

The student volunteers can develop healthier and richer personalities.

The students' concern for fellow citizens and understanding of the conditions in which majority of the citizens live, this promotes a sense of participation in the national development.

Various NSS activities provide work experience as might be useful and helpful to the students in finding avenues of employment.

Benefits of society and community:

The NSS volunteers through participation in community activities gain insights into new thinking and innovations in development and social change practice.

Dealing with various situations of community, they also develop vision and leadership approaches which lead to innovation and social change.

Education aims at all round development. Practical situations help them learn integrate new analysis and strategies into education.

Attending interactive sessions on Gender equality, Legal rights of Women, Drug abuse, Health and Diet, Pollution etc. makes the volunteers understand the society they are living in. This enhances their performance in areas such as gender equality, disability, human rights and the environment.

The student volunteers get to connect with different social organisations through NSS programmes. As a result they can connect with regional and transnational networks working toward development and social change.

Some conclusions of the study

The chief purpose of N.S.S. should be to identify the youth as a social construct in order to redefine and relocate their position in the society. This will help increase in self-confidence and self-esteem in youth which is a very desirable quality in the future citizens of any country.

The NSS volunteers may be involved in participation of community activities like laying roads, planting trees conserving environment, construction of water harvesting structures etc. They may be actively organised to collect donations to the victims of natural calamities.

Programmes like campaign against eradication of social evils like dowry, child marriages, rescue and rehabilitation of orphaned children, counselling adolescent girls, offering support to widows and destitute, AIDS awareness etc. are some of the activities that deserve mention.

NSS volunteers may help reduce crime against girls, women and all weaker sections in the society by increasing awareness levels about the society and community.

Colleges located in a locality may work together to form large groups to work together for greater causes. This will help provide more exposure to the volunteers, they will learn to interact in larger groups and develop a strong bonding.

In the present highly competitive educational environment students can hardly spend time in social work, or even think of transforming social reality (Damle, 1989; Hans, 1995). This problem is more intensified in the newly implemented Choice Based Credit System. Therefore, the College authority should understand the potentiality of this scheme and should shoulder these social responsibilities equally with the NSS personnel. Skill development training programme, Youth leadership training programme, Self-defense training, various training programmes for Self-help groups, Youth festivals for urban and rural youth etc. can be organised to achieve the goals of NSS. More and more students should be motivated to take up N.S.S. as it can mould the adolescent students into responsible, mature and humane functioning members of Indian society.

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A Study of Effectiveness of ICT Integration in Secondary School

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ABSTRACT

The information and communication technology (ICT) has been essential requirement for teaching and learning in the modern time of digital environment. Now a day ICT assist teachers to the global requirement to replace traditional teaching method with a technology based teaching and learning facilities. In the present study an attempt was made to study the teacher's attitude and belief toward effectiveness of ICT integration in secondary school. In this study descriptive survey method has been used. The population for the present study consists of secondary school teachers of government and private school of Gorakhpur district. Samples of 83 teachers were selected randomly for the study from both types of schools. Finding of the study suggested that ICT supported teaching makes learning effective with more updated materials and helps student to find related knowledge and information for their learning. It was also found that professional development training programs play a key role in enhancing quality teaching and hence student's quality learning.

Keywords: - ICT, Life-long learner, Attitude, Effectiveness of teaching and learning

Introduction:- ICT stands for “**Information and Communication technology**” and is defined as a diverse setoff technological tools and resource used to communicate, to create and to spread the information knowledge ideas etc. so that is accessible as many people as possible store and manage information more specifically, ICT can be defined as the use of all the conceivable digital Media in Managing and processing information. ICT as its main implies is the technological setups which are associated with humane interactive materials that enable the user to employ them for the variety of teaching learning process. ICT are extremely influencing every discipline of education. It affects every aspects of education from teaching learning to assessment and evaluation. It improves the effectiveness of education and plays a catalytic role in enhancing learning in classroom and beyond. It makes able the person to become a life-long learner. According to the European commission of education – “Life-long learner means that all learning activities undertaken throughout life with the Aim of improving knowledge, skill and competences with in personal, civic, social and or employment related perspective. This include all form of learning formal (course and examination) Non-formal (without examination) and informal (without either course or examination).” Since

knowledge is vital. It follows that the acquisition of knowledge must be life-long. Delors commission (1996) described learning throughout life as the “Heart beat of the society.” The Education Commission 1964-66 States that in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people and that a sound program of professional education of teacher is essential for the quality improvement of education.

Since India is a developing country. It needs competent teacher to build up a strong foundation for its growth and development it is believed that the quality of nation depends on the quality of its citizen; quality of its citizen depends more than any other feature on the quality of their education. The quality of Education in turns depends to a great extend upon the quality of their teacher. The former president and chairman of the University Grant Commission Dr. S. Radhakrishnan rightly observed- “The teacher’s place in the society is of vital importance. He acts as a pivot for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.” Teachers are therefore regarded as the custodian of the present as were as the future.

Gone are the days when teacher taught traditionally, the condition have changed and the situation have improved, many agency of education have come, several media have emerged, and variety of technology are being used for education and individuals are exposed to such learning In modern Era teachings have been replaced by the term teaching-learning process. Now a day in the process of teaching learning there are variety of technological setup that would enable the teacher to make learning effective through technology. So to fulfill these aspects of teaching-learning process it is essential for a teacher to able to use such Media or technology simply called ICT. ICT in education means that technology based teaching and learning processes which are associated with utilization of learning technology in school. Due to fact that teachers as well as students are familiar with technology and having ability to use such technology so that they will learn better within technology based environment. The issue of ICT integration in school especially in the classroom is vital. This is because the use of technology in education contributes a lot in the pedagogical aspect in which the application of ICT will lead to effective learning with the help and support from ICT elements and component.

Beside the teaching-learning process and professional development of teacher to became life-long learners. ICT is more effective in education because to provide the reliable information to anyone at anywhere any time. Moreover ICT can universalize education in true sense. In our country with large population and

diverse social, economic and geographical condition where it is challenging to provide education for all i.e. Universalization of Education ICT is the break through that make a true sense of education for all. According to *NCF, 2005*- ICT is an important tool for bridging social divides. ICT should be used in such a way that it became an opportunity equalizer by providing information and communication and computing resource in remote areas.”

Background of the study:-

The application of ICT is creating significant change in the teaching learning process. The traditional approach in teaching has stressed on content for decades course material were designed around text book teacher taught the content through lecture method and the activities were designed to enforce the content through lecture method and the activities were designed to enforce the content knowledge. (Angadi G. R., 2014). Now a day, teachers need to create relevant and intriguing learning experience for their student. Technology provides a significant role in making education inclusive since it has the potential to improve educational performance of student, further more utilization of ICT facilitate learner centered approach rather than conventional teacher-centered pedagogy. The present day curricula promote aptitude and performance of the learner emphasizing on the application of the information rather than factual knowledge. ICT facilitate the dissemination of knowledge based on the contemporary curricula. (Oliver R., 2000). This concluded that incorporation ICT in teaching learning process helps both teacher and student. Since it has the potential to impart quality education of it is used effectively.

It is a well-accepted fact that the effective usage of ICT in the classroom is correlated to positive academic outcomes including higher test score, better attitude toward school and better understanding of abstract concept. (National policy on ICT in school education)

The major barrier in the use of ICT is their technical problem due to the fact that teacher kept technology outside from their teaching tactics. UNESCO, 2005 reported that teacher, professor technical and administrative staff must be given training that enable them to integrate them to new information and communication technology into their teaching programs. The launch of technical skill of maintaining the functionality of computer confused teacher to integrate ICT in the classroom. Many teachers lack the knowledge of how to properly incorporate technology in the classroom (Doering, Huffman and Hughes, 2003). In most of the school, technical difficulties sought to become a major problem and a source of frustration for student and teacher and causes interruption in teaching and learning

process. If there is a lack of technical assistance and no repair on it, the teacher is not able to use the computer temporarily (Jamieson- Proctor et.al....2003). The effect is that the teacher will discourage from using computer because of fear of equipment failure since they are not given any assistance on the issue.

In addition to teacher's readiness and skills in using ICT are playing essential role in the use of ICT in education. Teachers need sufficient ICT, skill to implement the technology and to have high confident level to use ICT in a classroom setting. Besides, teachers require insight into the pedagogical role of ICT, in order to use it meaningfully in their instructional problem (Hennessy, 2005). Thus the teacher who have gone through ICT course are more effective in teaching by using technology tools as compare to those who have no experiences in such training.

Computer and technology are still perceived as a threat and in security for many teachers everywhere in the world despite the latest advances such as specialized website, blogs, Wikipedia, language teaching methodology and journals. Many teachers still launch interest, strong will to learn and a challenging attitude toward teaching through computers. Most time the reasons are the lack of time for out of school training in combination with the natural difficulties incorporating new working schemata within their own classroom? As a consequence, computer should no longer be little more than a way of typewrite send message and when lucky to browse out information on net. (Johnson and Eisenberg, 2006). Therefore one major concern that is commonly shown by both teacher and education based is how to motivate and instruct teacher to integrate computer and ICT into their classroom (laborda J. G. and Royo, T. M., 2007).

Nachimathu and Vijayakumari, 2007 studied on "Modern ICT trends in teaching technology." They pointed out most of the teacher educator are not able to use the media technology due to lack of training. He suggested that the teacher have to be equipped with the skill and abilities from time to time to handle the latest technology as the quality and competence of teacher affect instruction with a strong impact on student learning. Aryataha, 2007 Studied on relationship between computerization and organizational effectiveness." he found that the availability of computer hardware and software should be accompanied with training of the user and constant technical support without this even though high quality hardware and software are available they even though high quality hardware and software are available they could be wasted or remain unutilized by the user. Bahr, 2009 in his study on "Technological barrier to learning" found that the complex ICT environment may adversely impact on student learning. Learning is enhanced when

integrating pedagogies are employed to soften the something high –load information environment of ICT, further a framework for ICT in education needs to consider the professional capacities of teacher in their different abilities to effectively design and integrate technology for learning.

Afshari et. al..., 2009 studied on “factor affecting teacher in the use of ICT policy for education. They states that school should work to convince ICT staff on how ICT integration in classroom is very important. Further he states that ministry of education should encourage school to purchase highly reliable technology, improve system for checking and maintain ICTs in the classroom. This could done by creating new approaches including staff training to guarantee that extremely rapid response are made to break down they reported that with information technology support teacher are able to access school network, internet computer, computer peripherals and all the technology which are involve in smart classroom. they also reported that beginner of computer use, teacher need technical training support to assist them in teaching learning process when they face constrain, whereas for competent teacher they are eager to share their expertise and provide technology support to their colleges. Thus the lack of technical knowledge of maintaining the functionality of computer confused teacher to integrate ICT in the classroom. They found the effective use of ICT by teacher depends not only on their attitudes but also on the training they have received teacher competence presuppose, positive attitude to ICT, understanding of educational potential of ICT ability to use ICT effectively in the curriculum and ability to manage ICT use in the classroom.

Rosnaini and Ismail 2010 conducted a study to examine the “Impact of training and experiences in using ICT on In-service teacher basic ICT literacy.” He found that majority of the teacher have moderate basic ICT knowledge and skill and perceived ICT positively formal ICT training and ICT experiences influence the teacher knowledge skills and attitudes. Therefore the teacher especially older ones and normally with more teaching experiences need to be identified and provided with specially designed training programs in various form of ICT course and workshop.

Objectives of the study:-

The objectives of the present study were as follows-

1. To study the Teacher’s attitude toward ICT Integration in Teaching.
2. To study the Teacher’s beliefs toward effectiveness of ICT integration for student’s learning.
3. To study the effective element in ICT integration in teaching and learning in government and private school.

Hypotheses of the study:-

The present study is based on the following hypotheses:-

1. There is no significant difference between Teacher's attitude toward ICT integration in teaching on the basis of genders (male and female).
2. There is no significant difference between teacher's beliefs toward effectiveness of ICT integration for students learning on the basis of school types (Gov. and private).
3. There is no significant difference between the effective elements is ICT integration in teaching and learning in government and private school.

Delimitation of the Research:-

This study is limited to the secondary level school teachers of government and private school of Gorakhpur district thus the total sample comprises 83 teachers from both type of institutions.

Method of the Research:-

The present research was designed to know how much teacher of government and private school of at secondary level have understanding the effectiveness of ICT integration in Teaching and learning process for this study, the teacher of government and private school of secondary level who were well known and familiar with ICT were given Questionnaire. The researcher intend to not only to find out the present condition as they stand but also to help and guide the present condition as they stand but also to help and guide the learning process by finding out the effective element of ICT integration according to government and private secondary school teachers. On the basis of objectives and nature of the problem this study has been completed through descriptive survey Method and the quantitative analysis was done to analyze the data obtained from the entire respondent. As the survey method of research was used to answer the questions that have been raised to solve the problem which have been observed to assess needs and set goals.

Population and Sampling:-

The population for the present study consists of secondary school teacher who were teaching in various government and private school in Gorakhpur district. The sample of teacher 43 from private school and 42 from government school selected and the questionnaire were distributed to these respondents by simple random sampling method regardless of gender and their teaching experiences.

Tools of data Collection:-

A survey questionnaire with a total of 35 item comprised in 3 sections was used as tools for the study to analyze the effectiveness of ICT integration in

teaching and learning in secondary school. Section A of the tools consist of 15 items that looks into the teacher's attitude toward ICT integration in teaching, section B of the tools comes with 10 items that study the teacher's belief toward effectiveness of ICT integration for student in learning while section C of the questionnaire comes with 10 items that covers the effective element of ICT integration in Teaching-learning process. The questionnaire used for this study was adopted and modified by the researcher from the original questionnaire designed by Gulbahar and Gueven (2008) which was suitable for this study.

Procedure of data collection:-

A total of 83 questionnaire were distributed among secondary school teacher of 5 government and 4 private school within the area of the study and asked them to read the statement given and choose their answers based on 5-likert scale range from strongly disagree, disagree, undecided (Neither agree Nor disagree), Agree and strongly agree. An average response of time to complete the questionnaire was approximately 20 to 25 minute. The data was collected from the respondent of various secondary schools within 2 week through random distribution.

Scoring:-

For scoring 5 point likert scale is used where Marks for Each response is separately allotted as follows- 1=strongly disagree, 2=disagree, 3=undecided, 4=agree and 5=strongly agree. Items wise analysis was done in form of frequency and percentage of answer given and also mean and standard deviation of each item was calculated. The data was represented inform of table.

Analysis and Interpretation of data:-

1. Teacher's attitude toward ICT integration in teaching.

The result obtained from the table 1 that would want to examine teacher attitude toward ICT integration in teaching shows that most teacher are familiar with advantage and applicability of ICT in teaching.

Teacher familiarity and ability to handling ICT also obtained from data with the highest shared mean of 4.32. which shows that most teacher feel confident in learning new computer skill with the new skill most of them are agreed that ICT supported teaching makes learning more effective with the shared mean of 4.26. In this context they also believed that the use of ICT help teachers to improve teaching with more updated materials with mean of 4.24. It is undoubtedly that teaching resource and materials provided online are more updated and teacher prepare to it in order to obtained optimum learning outcomes. Thus the ability of learning new

computer skills makes able them to teach easily by using ICT. most teacher realize that it is easier to teach by using ICT with the shared mean of 4.21 and agreed that they are well aware about the great opportunities that ICT offer for effective teaching with sharing mean of 4.00.

Next from the data, it was found that the use of ICT help teacher to prepare teaching resource and materials that enable the students to be more active and engaging in the lesson prepared by the teacher by using ICT with equal mean shared of 3.96. The teaching resourced as material so obtained make confident teachers to use the ICT to improve the quality of teaching. The above condition shows that teachers kept positive attitudes toward the use of ICT in teaching and learning where ICT is requisite teaching aids needed by teacher to ensure the effectiveness of both teaching and learning process.

Table:-1 Teacher's attitude toward ICT integration in teaching

S.N.	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	I feel confident learning new computer skills.	0	2 (2.4%)	3 (3.6%)	44 (53.0%)	34 (41.0%)	4.32	0.66
2.	I find it easier to teach by using ICT	0	2 (2.4%)	7 (8.4%)	45 (54.2%)	29 (34.9%)	4.21	0.69
3.	I am aware of the great opportunities that ICT offers for effective teaching.	0	4 (4.8%)	10 (12.0%)	51 (61.4%)	18 (21.6%)	4.00	0.73
4.	I think that ICT supported teaching makes learning more effective.	0	2 (2.4%)	2 (2.4%)	51 (61.4%)	28 (33.8%)	4.26	0.62
5.	The use of ICT helps teachers to improve teaching with more updated materials.	1 (1.2%)	2 (2.4%)	5 (6.0%)	43 (51.8%)	32 (38.6%)	4.24	0.77
6.	I think the use of ICT improves the quality of teaching.	1 (1.2%)	8 (9.6%)	14 (16.9%)	39 (47.0%)	21 (25.3%)	3.85	0.94
7.	I think the use of ICT helps to prepare teaching resources and materials.	0	2 (2.4%)	13 (15.7%)	54 (65.0%)	14 (16.9%)	0.96	0.65
8.	The use of ICT enables the students' to be more active and engaging in the lesson.	2 (2.4%)	10 (12.0%)	14 (16.9%)	42 (50.6%)	15 (18.1%)	3.96	0.97
9.	I have more time to cater to students' need if ICT is used in teaching.	2 (2.4%)	16 (19.3%)	17 (20.5%)	39 (47.0%)	9 (10.8%)	3.44	0.99
10.	I can still have an effective teaching without the use of ICT.	1 (1.2%)	21 (25.3%)	26 (31.3%)	28 (33.8%)	7 (8.4%)	3.22	0.96

11.	I think the use of ICT in teaching is a waste of time.	18 (21.7%)	50 (60.2%)	8 (9.6%)	7 (8.4%)	0	2.04	0.80
12.	I am confident that my students' learn best without the help of ICT.	9 (10.8%)	30 (36.1%)	19 (22.9%)	24 (28.9%)	1 (1.2%)	2.73	1.03
13.	The classroom management is out of control if ICT is used in teaching.	14 (16.9%)	42 (50.6%)	18 (21.7%)	7 (8.4%)	2 (2.4%)	2.28	0.92
14.	Students' pay less attention when ICT is used in teaching.	12 (14.5%)	49 (59.0%)	11 (13.3%)	10 (12.0%)	1 (1.2%)	2.26	0.89
15.	Students' make no effort for their lesson if ICT is used in teaching.	6 (7.2%)	42 (50.6%)	15 (18.1%)	16 (19.3%)	4 (4.8%)	2.63	1.02

Beside this most of the teacher find himself in undecided situation when asked them to have you more time to cater to student's need if ICT is used in teaching with mean of 3.44 they still have in paradoxical situation with the question I can still have an effective teaching without the use of ICT with mean sharing of 3.22 followed by I am confident that my student learn best without the help of ICT with mean 2.73. An analogy to this result shows that there is an intrinsic barrier which lay down the acceptability of ICT integration in secondary school.

on other hand most teacher disagree that student make no effect for their lesson when ICT is used in teaching with recorded mean of 2.63 also disagree with the question classroom management is out of control when ICT is used in teaching with mean shared of 2.28 most teachers disagreed that students pay less attention when ICT is used in teaching with mean of 2.26. This insisted teacher to feel that the use of ICT is a waste of time with total mean share of 2.04, which indicates less acceptance of ICT integration among teacher due to student's attitude who have being dependent on ICT optimum learning and not taking responsibility for their own independent learning which cause frustration and disappointing the teacher.

Teacher's belief toward effectiveness of ICT integration for student learning:-

From the data provided in table 2 about Teacher beliefs toward effectiveness of ICT integration for student learning it is well known that technology is the better teaching resources that provided relevant knowledge and information for student learning. It also obtained from the data that the use of ICT helps to find related knowledge and information for learning with the highest mean of 4.17 and also believes that the use of ICT promotes active and engaging lesson for student best learning experiences with mean sharing of 4.00. In the previous section (Table-1) most teachers also agreed that the use of ICT enables student more active and engaging in the lesson for their optimum learning experiences. This situation lead teachers to make creative and imaginative with mean of 3.85 and

increases student confidence to participate actively in the class with the mean share of 3.71. in above context most teachers agreed that with the use of ICT enables student learn more effectively as well as express their ideas and thoughts better with equal mean sharing of 3.65. They also agreed that the use of ICT helps to broaden student's knowledge paradigm with mean of 3.62.

Table:-2 Teacher's beliefs toward effectiveness of ICT integration for student learning

S.N.	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	ICT allows students' to be more creative and imaginative.	1 (1.2%)	4 (4.8%)	12 (14.5%)	52 (62.6%)	14 (16.9%)	3.89	0.78
2.	The use of ICT helps students to find related knowledge and information for learning.	0	2 (2.4%)	8 (9.6%)	47 (50.6%)	26 (31.4%)	4.17	0.69
3.	The use of ICT encourages students to communicate more with their classmates.	4 (4.8%)	16 (7.2%)	11 (13.3%)	42 (50.6%)	10 (12.0%)	3.45	1.07
4.	The use of ICT increases students' confidence to participate actively in the class.	1 (1.2%)	12 (14.5%)	15 (18.1%)	37 (44.6%)	18 (21.6%)	3.71	1.00
5.	I think students learn more effectively with the use of ICT	2 (2.4%)	12 (14.5%)	12 (14.5%)	44 (53.0%)	13 (15.7%)	3.65	0.99
6.	I think the use of ICT helps to broaden students' knowledge paradigm.	3 (3.6%)	5 (6.0%)	22 (26.5%)	43 (51.8%)	10 (12.0%)	3.62	0.90
7.	I think the use of ICT helps to improve students' ability specifically in reading, writing.	10 (12.0%)	14 (16.9%)	16 (19.3%)	38 (45.8%)	5 (6.0%)	3.17	1.15
8.	The students' are more behaved and under control with the use of ICT.	5 (6.0%)	22 (26.5%)	22 (26.5%)	24 (28.9%)	10 (12.0%)	3.14	1.12
9.	The use of ICT enables students' to express their ideas and thoughts better.	1 (1.2%)	14 (16.9%)	10 (12.0%)	46 (55.4%)	12 (14.5%)	3.65	0.96
10.	The use of ICT promotes active and engaging lesson for students' best learning experience.	0	4 (4.8%)	14 (16.9%)	43 (51.8%)	22 (26.5%)	4.00	0.79

Beside, most educator remains in undecided situation when asked them to about behavior pattern of student with the use of ICT in learning most teachers undecided with question raised that the use of ICT encourage student to communicate more with their classmates with mean share of 3.45. They do not justify that the use of ICT helps to improve student's ability specifically in reading writing with mean of 3.17.

They still have undecided with the situation that student's are more behaved and under control with the use of ICT with mean of 3.14. This may able to conclude that student may indiscipline when ICT is used in teaching as teacher was not in the centre of learning process.

Effective element in ICT integration in teaching and learning in Government and Private school:-

The data obtained from table 3 shows that teacher have an opportunities and freedom to design their own teaching with the helps they received from ICT with mean sharing of 3.85. most teacher accepted that ICT facility in my school are well functioning and can be used with a total mean of 3.69. most secondary school of our research areas provided computer lab and teachers are accepted that they bring their student in computer lab where student watches educational videos with mean of 3.67. and also accepted that technical supports are provided if they faced difficulties as well as there are enough training and profession development provided for teacher to use ICT in teaching with the mean shared of 3.59 and 3.54 respectively.

Table:-3 Effective element of ICT integration in teaching and learning in government and private school

	ITEMS	STRONGY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGY AGREE	MEAN	S.D
		Frequency and Percentage (%)						
1.	The ICT facilities in my school are well-functioning and can be used.	3 (3.6%)	12 (14.5%)	9 (10.8%)	43 (51.8%)	16 (19.3%)	3.69	1.05
2.	The technical supports are provided if teachers are faced with difficulties.	1 (1.2%)	14 (16.9%)	13 (15.7%)	45 (54.2%)	10 (12.0%)	3.59	0.94
3.	Little access to ICT prevents me from using it in teaching.	3 (3.6%)	14 (16.9%)	22 (26.5%)	37 (44.5%)	7 (8.5%)	3.37	0.98
4.	Lack of supports from the school top management discourages me from using ICT.	5 (6.0%)	33 (39.8%)	17 (20.5%)	22 (26.5%)	6 (7.2%)	2.89	1.08
5.	Teaching time are not enough for me to use the ICT for teaching and teaming purposes.	2 (2.4%)	25 (30.1%)	20 (24.1%)	30 (36.2%)	6 (7.2%)	3.15	1.01
6.	There is enough training and professional development provided for teachers about ICT use in teaching.	5 (6.0%)	9 (10.8%)	14 (16.9%)	46 (55.4%)	9 (10.8%)	3.54	1.02
7.	All la tools in my school go to waste and less used by teachers.	10 (12.0%)	38 (45.8%)	14 (16.9%)	19 (22.9%)	2 (2.4%)	2.57	1.04
8.	Teachers are given more time to learn and be comfortable with the use of ICT in teaching.	3 (3.6%)	16 (19.3%)	8 (9.6%)	53 (63.9%)	3 (3.6%)	3.44	0.96

9.	There is computer lab in my school in which I can bring students there to watch educational videos.	4 (4.8%)	13 (15.7%)	7 (8.4%)	42 (50.6%)	17 (20.5%)	3.66	1.11
10.	Teachers' are given the freedom to design their own teaching with the helps from the ICT.	2 (2.4%)	6 (7.2%)	8 (9.6%)	53 (63.9%)	14 (16.9%)	3.85	0.87

With the acceptance of freedom to designs their own teaching by using the ICT as they have received. Most teacher undecided with that teacher are given more time to learn and to be comfortable with the use of ICT in teaching with mean score of 3.44. ICT provided in the school are not enough for accessibility as ICT provided in the school are not enough to demands meet due to this most teacher undecided with little access to ICT prevent me from using it in teaching with recorded mean of 3.37. They still undecided with time that teaching time are not enough for me to use ICT for teaching and learning purposes with mean of 3.15.in the above context, most teacher are undecided that lack of support from school top management discourage me from using ICT with mean of 2.89.

Since ICT facility are completely provided and well functioning and can be used most teacher disagreed that all ICT tools in my school go to waste and less used by teacher with mean of 2.47.

Hypothesis Testing:-

In this study, the CR test is used to test the hypothesis developed by the researcher. The test is used to compare the mean difference between two groups.

H01:-There is no significance difference between male and female teacher's attitude toward ICT integration in teaching.

Table:4 CR-tests between male and female teacher's attitude toward ICT integration in teaching

Type of school	N	M	SD	DF	CR value
Male teacher	30	52.97	5.44	81	5.19
Female teacher	53	46.42	5.70	81	

Table-4 depicts that calculate CR-value for male and female teachers attitude toward ICT integration in learning was 5.19 which was more than table value of CR (1.96) at 0.05 level of significance. Hence the difference between mean was significant at 0.05 level. Thus the null hypothesis (H_0) is rejected and research hypothesis (H_1) was accepted. So it might be concluded that there was significant difference between male teachers and female teacher's attitude toward ICT integration in teaching. Male teachers keeps more positive attitude toward ICT integration in teaching than female teachers.

H02:-There is no significant difference between teacher's beliefs toward effectiveness of ICT integration for students learning with the type of school (Gov. and private)

Table: 5 CR-tests between teacher's beliefs toward effectiveness of ICT integration for students learning with the type of school (Gov. and private)

Type of school	N	M	SD	DF	CR value
Government school	41	35.37	5.99	81	2.23
Private school	42	38.09	5.11	81	

Table-5 depicts that calculated CR-value of teacher's beliefs toward effectiveness of ICT integration for students learning was 2.23 which was more than table value of CR (1.96) at 0.05 level of significance. Hence the difference between mean was significant at 0.05 level. Thus the null hypothesis (H_{02}) is rejected and research hypothesis (H_2) was accepted. So it might be concluded that there was significant difference between government secondary school teachers and private secondary school teacher's belief toward effectiveness of ICT integration for student learning. Private secondary school teacher's belief toward effectiveness of ICT integration for student learning was more positive than government secondary school teachers.

H03:-There is no significant difference between the effective elements in ICT integration in teaching and learning in government and private school.

Table:6 CR-tests between the effective elements in ICT integration in teaching and learning in government and private school

Type of school	N	M	SD	DF	CR value
Government school	41	32.51	4.25	81	1.85
Private school	42	34.40	5.02	81	

Table-6 depicts that calculated CR-value of effective element in ICT integration in teaching and learning in government and private secondary school was 1.85 which was less than table value of CR (1.96). Hence the difference between mean was insignificant at 0.05 level. Thus the null hypothesis (H_{03}) is accepted and research hypothesis (H_3) was rejected. So it might be concluded that there is no significant difference between effective element in ICT integration in teaching and learning in government and private secondary school.

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Use of Rabindra Sangeet as a Tool for the Therapy of Depressed Adolescent

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ABSTRACT

Music is one of the ways of expression. It is not for humans only but also for each and every thing that exists in nature. The swift cascade makes a sweet rustling, the lush green leaves gives it own rustling music when the wind blows, the morning cuckoo in a beautiful spring morning fills the air in melody. But how if this Music is put to therapeutic uses? Recent studies and observations find that Music can be a healer too and has a magical power of healing diseases, disorders and depressions, mainly hypertension. It is now an established fact that music helps all living creatures- from plants to birds and animals and man - to grow and rejuvenate. Music permeates the cells of all living beings, alters mood swings, cell division, heals the ailing, induces sleep, creates wakefulness and dances with the mood, the mind and the soul. Music is capable of improving happiness, peace, health and concentration. This knowledge can be obtained from Rabindranath Tagore. Rabindranath first understood in our country that Music Therapy is an efficacious and valid treatment for persons who have psychological, psycho-social, affective, cognitive and communicative need.

During adolescence there is a great emotional disturbance in the individual because of the change in his body and mind. Emotions like fear, anger, repulsion, delight, distress, wonder, anxiety are as intense as they were never before. Great care for the sublimation of emotions during this period has to be taken; otherwise, the life of the adolescent may not take a desirable turn. Music (especially north Indian classical music and Rabindra sangeet) may be the only answer to this dangerous social problem. Music Therapy is the only reaction less medicine to this problem.

Key words: Adolescence, Rabindra sangeet, Depression, Music Therapy

Introduction

What is music? It is difficult to give answer of this question. It is not possible to provide any proper definition of music. If we listen to any music we easily recognize it. But we cannot describe it in limited words. Music has rhythm. But all rhythmic words are not music. For example- in a bird's voice has melody but this melodious voice of bird is not described as music. Music is a language that cannot be defined by other language .it can only be expressed in its own way. Music

reaches in some particular places of our mind and body and it brings nice changes that help to keep our body fit and healthy. We only feel music. It is out of our grip. So instead of realizing it we just enjoying the music.

Stress and depression are serious problems for many teenagers. Stress is characterized by feelings of tension, frustration, worry, sadness and withdrawal that commonly last from a few hours to a few days. Depression is both more severe and longer lasting. Depression is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness that last for two weeks or more. Young people become stressed for many reasons. The most common of these are: Break up with boy/girl friend, increased arguments with parents, Trouble with brother or sister, increased arguments between parents, Change in parents' financial status, Serious illness or injury of family member, and Trouble with classmates. In addition, Children from single parents or broken homes are subjected to a near harrowing experience which brings about Stress and Depression.

Music provides opportunities to us:

- a) Make positive changes in attitude, mood and emotional states.
- b) It helps student gain a sense of empathy for others.
- c) It helps to development the of speech and reading skills
- d) It trains student to focus their attention for sustained periods.
- e) Resolve conflicts leading to stronger family and peer relationships.
- f) Improved the awareness of self and environment.
- g) Develop adjust and relaxation skills.
- h) Support positive feelings and thoughts.

Music and its effects

The soul of the human being is understood by music. From the time immemorial music occupied prominent position in our life. We humans sing and hum timelessly, we clap and sway; appropriately or inappropriately we dance and bounce. Music reaches our ear in the form of sound waves. The outer part of the ear collects sound waves, and the ear canal sends them to the eardrum. As the waves hit the eardrum, they start vibrating. The vibrations are relayed along the chain of tiny bones in the middle ear until they reach the third bone, the stapes, connects to the cochlea. The cochlea is a busy little world of its own. It is filled with fluid that surrounds some 10,000 to 15,000 tiny hair cells, or cilia. Vibrations of the stapes send fluid waves through the spiral shaped cochlea. The fluid waves produce

oscillating movements of the hair cells. In turn, these cells release chemical neurotransmitters that activate the auditory nerve, sending miniature electric currents to the auditory cortex in the temporal lobe of the brain.

Music and adolescent period

Music plays an effective role in the life of most adolescents. Teenager spends most of the time listening to music because this is the only way they think that can help them to get rid of stress. The power that music has in changing emotions and elevating or suppressing mood swings is a key sign that it would be an effective tool to be used in counselling mood disorders. Adolescents, especially, are prone to the effects of music. The type of music adolescents choose to listen can predict their behaviour and nature.

Adolescence is a difficult period as they try to establish new identity, morality and beliefs, understand sexuality and integrate into society to get themselves approve. For some adolescents these may be exacerbated by experiences of trauma, insecure attachments, disability, social deprivation and exposure to negative influences which can lead to aggression, oppositional behaviour, criminal activity, depression or self harming. Music therapy offers a safe, non threatening space for adolescents to address personal and wider societal issues through a musical and verbal dialogue and to use their relationship with the music and with the therapist to help address their transition from childhood to adulthood.

Objectives:

- 1) To know the difference between boys & girls in respect of changing behaviour score.
- 2) To know whether any relation exists between depression and the scores of changing behaviour.

Null Hypotheses:

- H1. There exists no difference between boys & girls in respect of changing behaviour.
- H2. There exists no co-relation between depression and the scores of changing behaviour.

Limitation of The Study:

Although the investigator tried to precede this study to the best of his effort sincerely but there are certain limitations as the study was conducted within the restricted scope and facilities.

The Limitations are:-

- 1) In the study 200 students were taken as sample from both genders. For more valid results the number of sample should be increased but it was not possible due to paucity of time.
- 2) The achievement of different subjects could be assessed to get more specific results; it was not possible due to time constraint.

Definition of important terms

A) Music:-vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.

B) Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being.

C) Adolescence

- 1) **The state or process of growing up.**
- 2) **The period of life from puberty to maturity terminating legally at the age of majority.**

Method & procedure

Sampling:

In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and co-operating institution.

After selecting Howrah District, Panjarah Girls School & Panchla Azim Mohazzam boys schools at Panchla Block were selected. School classes XI & XII. Considering the time limit and other facilities 100 boys & 100 girls were selected. Total $100 \times 2 = 200$ sample.

Variables of the study

The following variables were considered in the study:

1. Changing behaviour.
2. Depression

Changing behaviour is independent variables and Depression is the dependent variable.

TOOLS

- i) Tool-Questionnaire (close ended). & Beck Depression Inventory

Questionnaire refers to device for securing answers to a series of questions by using a form, which the respondent fills in himself. Goods, Hatt(1952).

The instruments used in the study included a DVD player (SONY DVD DTH2150A) measuring 485x108x345mm manufactured by SONY India private limited in May 2001, with serial number MHG RV 50.

2. Other instruments were compact disc plate containing of the Rabindra sangeet, ‘‘ KAR MILONO CHAO BIROHI ‘‘ , ‘‘ AMAR JIBONO PATRO ‘‘, ‘‘ HRIDAYE TOMAR DAYA JENO PAYI ‘‘, ‘‘ PUSHPO BONE PUSHPO NAHI’’, ‘‘ HRIDAYO NANDONO BONE’’.

Data analysis

Researcher for 3 months continued this counselling of on about 200 student. Among them 100 are boys and rest are girls. The age group of the students are nearly from 16 to 18.the most of the students, reading higher secondary school are adolescent. The crucial period of student life is adolescent period. In this time so much physical and mental changes occur in student life and sometimes they become puzzled. Educationists call the period, the stage of storm and stresses or strain and strife. These students are generally the holder of higher secondary. They are generally the regular listeners of this song. For a better result the scientist has prepared a questionnaire and gave it to the listener of this song to provide a better counselling to them. And they were asked to tick the correct answer of the following questions which they did properly.

- 1) As the answer to the first question, 88% boys and 85% girls have said that they listen to songs regularly or they get opportunity to listen to the songs. If the lyrics of the songs touch their heart they listen to those songs many times.
- 2) As the answer to the second question 12% boys and 9% girls have said that they like to listen to the patriotic songs. Similarly 70% boys and 74% girls like romantic songs, 10% boys and 12% female students like funny songs, 8% boys and 7% girls like item songs. It reveals that romantic songs are very much liked by adolescents because at this age they are attracted by opposite sex. Love, affairs etc are the characteristics of the teenagers of this age.
- 3) As the answer to the third question 77% boys and 81% girls have said that they listen to the songs when they get tired in order to get out of the tiredness. So, it reveals that songs play an important role to get out of the tiredness.
- 4) As the answer to the fourth question 62% boys and 65% girls have said that they listen to the songs when they feel sadness. Moreover 22% boys and

- 18% girls' students have said that they sometimes listen to the songs when they feel sadness. This reveals that songs can us much free from sadness.
- 5) In response to the fifth question 65% boys and 60% girls have said that there are such kinds of songs which increase their working energy. After hearing those kinds of songs their desire to work rises again. If they get depressed by the work-pressure their desire to work comes back after hearing songs. Sometimes if they get bothered by a long time study their desire to read comes back after listening to songs. They also listen to the songs when they feel depressed at the time of their project work. 25% boys and 27% girls have said that they seldom get back their working energy after listening to the songs.
 - 6) In response to the sixth question, 88% boys and 91% girls have said that there are such a kind of songs which make their heart filled with happiness after listening. Sometimes when they get worried or sad by some happenings of everyday life, songs help them to come out of that condition of mind. In the period of adolescence students face many kinds of incidents and for this sometimes they feel mentally worried or sad. But these kinds of songs bring happiness to their heart.
 - 7) 33% boys and 28% girls have said that there are some different kinds of songs which make them feel that they have some responsibilities to the society and these songs motivate them to do some work for the society. An effort of making a development in the social relation is observed in them by this declaration. Because boys and girls of this age feel a strong attraction towards the outer world and their society and they face social discipline, laws and value and they learn to adjust with them.
 - 8) 12% boys and 8% girls have said that they sometimes listen to the songs before their study. 66% boys and 58% girls have said that when they feel boredom or monotonous after reading a long time they listen to the song to get out of this situation. They listen to the song for sometimes and get interest to study again. Moreover they sometimes listen to the songs in a low volume at the time of solving maths. This song makes them interested to the study and makes their mind calm.
 - 9) 71% of the boys and 87% of the girls are of the view that this song calms their mind and body. As tiredness go away depression & anxiety starts. Depression is a generalized emotional state. Depression is an emotional disturbance that may encompass many different feelings and symptoms. It is defined as a vague, unpleasant and sometimes debilitating emotion that is

experienced in anticipation of misfortune. 73% of boys told that listening the song regularly draws away the tension and depression of daily life. 89% of girls are of the view that this song removes their depression. They also experienced that this song gives relief from their family life. 76% of boys and 86% of girls are of the view that these songs enhance their social awareness. These listeners have done a lot of social work such as helping the needy, and helping the students who are academically good. 82% of boys and 96% of girls reported that this song increases their will power.

10) 68% of boys and 94% of girls have admitted that this song is instrumental in changing their behavior. They have developed a good relationship with the people around them. They exchange good wishes. Students have informed that these song gives them peace and happiness. They become more patient. They feel a strong relation among their friends and relatives.

FINDINGS AND CONCLUSIONS

Table:1 Difference between boys and girls in score of changing behavior

attention	N	M	σ	SED	df	t	Level of Significance
Boys	100	27.95	8.32	0.84	198	0.015842145	No Significance
Girls	100	25.41	9.11	0.94			

There is no difference between boys and girls in score of changing behavior. So calculate value is less than table value that is why H_1 is rejected.

Table:2 Co-relation between boys and girls in score Changing behavior and depression

achievement	N	M	σ	SED	df	r	Level of Significance
	200	320.69	91.45	6.46	398	0.03935	No Significance
Depression	200	26.68	8.75	0.61			

There is no co-relation between boys and girls in score Changing behavior and **depression**. So calculate value is less than table value that is why H_2 is rejected. (co-relation=0.03935)

FINDING

1. These songs make calms their mind , body and spirit
2. These songs draw away the tension and depression & anxiety level.
3. These songs enhances their social awareness and communications

4. They have a good relationship with the people around them.
5. They have developed their spirituality and power of realization and also developed will power.
6. These songs lead them to lead a selfless life and also develop their patience and tolerance.
7. These songs improves their attention to study and daily work

Educational implication:

1. The result of the study can be implemented in all H.S School of West Bengal.
2. The result can be implemented in any stage of education.
3. The result of the study through help the teacher for effective teaching.

Suggestions for further Research:

This study indicates the needs for conducting the research on the following to estimate a concrete generalization.

- 1) Studies may be conducted with different class of students.
- 2) Investigation may be done between rural and urban students.
- 3) Studies may be conducted with different system of schools.

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A Study of Good Health Measure (GHM) and Its Relationship with Educational Measure (EM) and Income Measure (YM) of tribal households

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ABSTRACT

Most Tribal people in India live below the subsistence level. They suffer from low health status and socio-economic conditions due to various socio-economic push factors. The effective and speedy mobilization of tribal people can be carried out by the Socio-culture and economic development of tribal people. It is supposed that good health is associated with lower incidence of disease as a result per capita disease would be minimum as much as possible. Education does have potentiality for socio-economic development of tribal people. The incidence of malnutrition is influenced by socio-economic status of the tribal family. So, the present paper has attempts to focus on a study of good health measure and its relationship with educational measure and income measure of tribal households. The study represents that good health measure is positively influenced by educational measure and income measure of tribal households.

Introduction:

Education is the single most important means which individuals and society can improve personal endowment, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their being (Bagai and Neera 2008). There are over 700 scheduled tribes notified under Article 342 of the constitution of India, spread over different states and union Territories of the country. According to the 2011 census, the population of Scheduled Tribes in the country is 8.43 crore, which is 8.2 % of the total population of the country. Tribals constitute a substantial portion of Indian's population. In many respects they lag behind their non-tribal counterparts. To ameliorate their condition, much attention has been given to their education. But, in spite of such attempts, education has made little progress among tribals. The practice of education estimated common in Santal, Lodha, Toto than Sabar. Majority of the Sabar respondents belonged to under low-income group. Family Size was found large in Santal, than other three tribes. Family educational status, land type, land holding, family size, family type showed highly significant to health status amongst the Lodhas (Dhargupta, 2009). Tribal's household derives 9.92 % to 29.21 % of their income from forests. Percentage of

forest labour days to total annual labour days per household varies from 20.23 % to 70.19. Joint Forest Management (JFM) helps to reduce rural poverty and unemployment and promote health condition of tribal people to some extent. There is medium fertility (3/woman). About 85.71 percent tribal people drink haria. The tribal woman is medium healthy. The tribal woman is illiterate and low nutritional status of the tribals (Mandal, 2009). Education is a potent instrument for social change and rapid development. The nation cannot afford to fail any longer in this field. Socio-culture and economic development of any society is made possible through the effective and speedy mobilization of the large number of young rural population. The mobilizing of this large young population would create a momentum for progress of the country and increase the socio-economic living conditions of the majority of people. The vicious circle of poverty still prevails in Indian society (Sen, 1981). The influence of socio-economic factors like occupation, parental literacy level and monthly family income showed that children from farmers' families having educated parents and from families with comparatively more family income suffered less from various grades of malnutrition. The own farm helps in reducing the prevalence of malnutrition. This may be because of access to more food from own farm. Income level of the family had influenced the prevalence of malnutrition in tribal preschool children. It was found that higher the economic status of the family, lower was the prevalence of malnutrition (Srimoy and Michael, 2002). So, the present study has attempted to focus on a study of good health measure and its relationship with educational measure and income measure of tribal households.

Objectives of the study:

- To examine the good health measure (GHM) of the tribal households in the study areas.
- To estimate the educational measure (EM) and income Measure (YM) of tribal households in the study areas.
- To find out the relationships among GHM, EM and YM of the tribal households in the study areas.

Methodology:

In order to carry the sociological study the sample have been selected on the basis of multi-stage sampling technique at three levels like districts, blocks and villages in the district of Birbhum. Total seven villages have been chosen taking into consideration one tribal village from each block of the Birbhum district where tribal people reside in rural areas. Total 320 tribal households have been selected

from 410 tribal households of 7 tribal villages taking into consideration of BPL and APL households. Good health measure (GHM) is estimated as $GHM_i = \text{Min (Per Capita disease)}/(\text{per capita disease})$. Educational status score ($EDUSC_i$) for the i th group = (Proportional distribution of the i th group in the class) \times (rating) , we rate the different level of education according to the given socio-economic conditions(SEC) scale and Linkert method. Educational Status ($EDUS_i$) = $EDUSC_i/AFM$ where AFM =Average Family Member. Income measure is estimated as $Y M_i = AM Y_i/\text{Max AMY}$.

Analysis and Results:

Table-1: Incidence of various Diseases among the Tribal Respondents at different Location

Items/ Location	Mor- Gadanga	Bir- japur	Gan- garampur	Kada- amvir	Metala	Harishpur	Bharghata	Total
Sickle diseases/ Anemia	17	16	15	24	14	17	22	125
Ear disorder	2	3	2	5	2	3	4	21
Eye disorder	1	2	1	3	1	2	4	14
Chest & Heart	3	2	3	5	2	3	5	23
Headache	2	1	2	3	2	2	3	15
High BP	3	2	2	4	3	2	4	20
Low BP	2	2	1	2	1	1	4	13
Spondylitis	1	2	1	3	1	1	3	12
Toothache	2	1	1	2	2	1	2	11
Tuberculosis	1	2	2	4	2	1	4	16
Malaria	2	2	3	2	3	2	3	17
Diabetes	3	1	2	4	3	2	3	18
Skin diseases	7	5	6	12	6	8	11	55
Jaundice	3	2	3	6	4	3	4	25
Cold/ Cough/Fever	12	13	14	16	11	14	15	95
Total	61	56	58	95	57	62	91	480
Per Capita disease	1.22	1.12	1.16	1.9	1.42	1.55	2.27	1.50

Source: Village level Survey

Table -1 reveals that identified cases of disease and ailment estimate 480 among 320 respondents according to location of different tribal villages. The highest cases of disease and ailment measure 95 at Kadamvir, followed by 91 at Bharghata, 62 at Harishpur, 61 at Morgadanga, 58 at Gangarampur, 57 at Metala and lowest 56 at Birjapur respectively. The incidence of cases of diseases and

ailment among the tribal respondents is found for cases of sickle diseases (125), followed by Cold/ Cough/Fever(95), Skin diseases(55), Jaundice(25), Chest and Heart(23), Ear disorder(21), High BP(20), Diabetes(18), Malaria(17), Tuberculosis(16), Headache(15), Low BP(13), Spondylitis(12) and lowest for Toothache (11) respectively.

Table-2: Good Health Measure (GHM) of the Tribal Households at different location

Location	Per Capita disease	$GHM_i = \text{Min (Per Capita disease)} / (\text{per Capita disease})_i$
Morgadanga	1.22	.918
Birjapur	1.12	1
Gangarampur	1.16	.965
Kadamvir	1.9	.589
Metala	1.42	.788
Harishpur	1.55	.722
Bharghata	2.27	.493

Source: village level Survey

Table 2 focuses the Good Health Measure (GHM) of the tribal households at different location. GHM is measured on the basis of per capita disease where it is supposed that good health is associated with lower incidence of disease as a result per capita disease would be minimum as much as possible. So, GHM is defined as $GHM_i = \text{Min (Per Capita disease)} / (\text{per Capita disease})_i$. The highest per capita disease is found as 2.27 at Bharghata corresponding lowest GHM (.493), followed by Kadamvir(1.9) with GHM(.589), Harishpur(1.55) with GHM(.722), Metala(1.42) with GHM(.788), Gangarampur(1.16) with GHM(.965) and lowest 1.12 with GHM (1.00)at Birjapur.

Table-3: Educational Measure (EM) of the Tribal Households at different location

Location	Educational Status Score (EDUSC _i)	AFM	Educational Status (EDUS _i)= $EDUSC_i / AFM$,AFM=Average Family Member	$EM_i = EDUS_i / \text{MaxEDUS}$
Morgadanga	269	5	53.8	0.893
Birjapur	299	6	49.88	0.828
Gangarampur	301	5	60.2	1
Kadamvir	248	5	49.6	0.823
Metala	230	5	46	0.764
Harishpur	227	5	45.4	0.754
Bharghata	175	5	35	0.581

Source: village level Survey

Table-3 reveals Educational Measure (EM) of the tribal households at different location on the basis of Education Status (EDUS) and Max EDUS. Highest EM measures 1 with EDUS (60.2) at Ganagarampur, followed by .893 with EDUS (53.8) at Morgadanga, 0.828 with EDUS (49.88) at Birjapur, 0.823 with EDUS(49.6) at Kadamvir, 0.764 with EDUS (0.764) at Metala, .754 with EDUS(45.4) at Harishpur and lowest to be 0.581 with EDUS (35) at Bharghata respectively. EM differs in different tribal villages ranging from 1 to 0.581. EM plays a significant role for upliftment of SEC and health status of the tribal people.

Table-4: Income Measure (YM) of the Tribal Households

Location	Average Monthly Income (AMY in RS.)	Y M _i =AM Y _i /Max AMY
Morgadanga	4436	.648
Birjapur	4895	.715
Gangarampur	4650	.680
Kadamvir	3832	.560
Metala	6837	1
Harishpur	4585	.670
Bharghata	3844	.562

Source: Village Level survey

Table-4 accounts for Income Measure (YM) of the tribal households according to different location on the basis of Average Monthly Income (AMY) and Maximum AMY. The highest YM gives an account for 1 with maximum AMY Rs 6837 at Metala, followed by .715 with AMY RS 4895 at Birjapur, .680 with AMY RS 4895 at Gangarampur, .670 with AMY RS 4585 at Harishpur, .648 with AMY RS 4436 at Morgadanga, 560 with AMY RS 3832 at Kadambir and lowest to be .562 with AMY RS 3844 at Bharghata respectively. YM varies within range from 1 to .560 according to different location of tribal villages.

Table-5: Correlations among GHM, EM and YM of tribal households at the different location

Variables		GHM	EM	YM
GHM	Pearson Correlation	1	.776*	.336
	Sig(2-tailed)		.040	.419
EM	Sig(2-tailed)	.776*	1	.083
		.040		.860
YM	Sig(2-tailed)	.366	.083	1
		.419	.860	

*indicates that correlation is significant at the 0.05 level (2-tailed)

Table-5 shows correlations among good health measure (GHM), educational measure (EM) and income measure (YM) of tribal households in different tribal villages. It is found that GHM is positively and significantly correlated with EM of the tribal households at different location, but it is positively and non-significantly correlated with YM. GHM is positively influenced by EM due to some socio-economic factors such as educational level of tribal people, income, employment and educational opportunities, job security, family members, farm-size, communication from epicenter of various socio-economic opportunities and social – awareness. Poor economic activity, conflict, drought, extreme religious activity and lack of job opportunities are conceived as strong push factors that influence on GHM, EM and YM of tribal households. YM is positively and non-significantly associated with EM of tribal households.

Regression Equation: $EM_i = a_1 + b_2 GHM_i$ ----- (1) where GHM_i = Good Health Measure for tribal households of i th village and EM_i = Educational measure for the same

Table-6: Regression Results: $EM_i = .398 + .521 GHM_i$

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std error	Beta		
(Constant)	.398	.152		2.620	.047
GHM	.521	.190	.776	2.751	.040

Dependent variable: EM

Regression results in table-6 show that educational measure (EM) is positively and significantly correlated with good health measure (GHM) as p values are low. The results indicate that higher the educational measure (EM) of tribal family, higher is the good health measure (GHM) with lower prevalence of malnutrition. With an increase of GHM attempts to enhance EM of the tribal people to some extent as GHM is conducive to cognitive, effective and psycho-motor development of the tribal children.

Regression Equation: $GHM_i = \beta_1 + \beta_2 YM_i$ ----- (2) where YM_i = Income measure for tribal household of i th village

Table-7: Regression Results: $GHM_i = .453 + .477 YM_i$

Model	Unstandardised Coefficients		Standardized Coefficients	t	Sig.
	B	Std error	Beta		
(Constant)	.453	.381		1.188	.288
EM	.477	.541	.66	.880	.419

Dependent Variable: GHM

Regression results in table-7 depicts that GHM is positively and non-significantly related with income measure as p-values are high. It is deduced from the result that YM attempts to increase GHM of tribal households in the study areas, but some high income of tribal family suffer from GHM due to lack of motivation and health awareness. So, GHM depends on YM because higher income of tribal households gets some opportunities for planning and implementation of GHM taking into consideration of health consciousness. GHM thrives to reduce the incidence of malnutrition and various diseases of the tribal people.

Conclusion:

Education does have potentiality for socio-economic development of tribal people. The incidence of malnutrition is influenced by socio-economic status of the tribal family. Tribal education attempts to find out a balance between preserving tribal cultural identity and mainstreaming for economic prosperity means building education programs that ensure a tribal child's success in mainstream schools. West Bengal is among the Indian States where the rate of growth of crop-output has reached a satisfactory level. But rural poverty in West Bengal is very high (34.7%: Source-World Development Indicator, 2005). There is a large number of tribal populations in the district of Birbhum. Due to cause of poverty the tribal people do not have sufficient food to eat, water to drink, shelter to live and clothing to wear which in turn lead to ill-health of the tribal people. Prof A.K.Sen emphasized on public health and primary education to increase the efficiency of work-forces which in turn lead to an increase in agricultural and industrial production. Poverty can be must be tackled using three strategies simultaneously e.g (i)Economic Growth, (ii) Human Development, (ii)Anti Poverty Programmes (Nayyar, Dhiraj, 2000, EPW). Major findings of the study states as:

- The incidence of cases of diseases and ailment among the tribal respondents is found for cases of sickle diseases as highest followed by Cold/ Cough/Fever, Skin diseases, Jaundice, Chest and Heart, Ear disorder, High BP, Diabetes, Malaria, Tuberculosis, Headache, Low BP, Spondylitis and lowest for Toothache) respectively in the study areas.
- It is supposed that good health is associated with lower incidence of disease as a result per capita disease would be minimum as much as possible.
- Good Health Measure (GHM) differs at different location of tribal villages
- EM differs in different tribal villages ranging from 1 to 0.581. EM plays a significant role for upliftment of SEC of the tribal people.

- YM varies within range from 1 to .560 according to different location of tribal villages.
- The incidence of malnutrition is influenced by socio-economic status of the tribal family.
- GHM is positively and significantly correlated with EM of the tribal households at different location, but it is positively and non-significantly correlated with YM.
- GHM is positively influenced by EM due to some socio-economic factors such as educational level of tribal people, income, employment and educational opportunities, job security, family members, farm-size, communication from epicentre of various socio-economic opportunities and social –awareness.
- GHM is conducive to cognitive, effective and psycho-motor development of the all children as well as tribal children

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Effect of Emotional Intelligence on Academic Achievement of Higher Secondary Students

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ABSTRACT

Emotional intelligence can be considered as a mental ability. Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. Emotional intelligence may be the best predictor of success in student life. Emotionally intelligent students are more likely to succeed everything they undertake in their lives. On the basis of theoretical concept of the education of higher secondary student. The present researcher selected one variable i.e. Emotional Intelligence (EI) of those students and make to estimate the influence of this variable on total academic progress of the said student.

Key words: Intelligent, Achievement, Personality.

Introduction:

When student reach the high school stage they begin to think seriously about their future and the kind of higher education they wish to take as their career. The need jobs that have excitement, challenge and with higher prestige.

The academic achievement of the mental factors that are self concept, learning stress, emotional intelligent etc. Emotional Intelligence (EI) is an ability, skill or in the case of the trait (EI) model, a self perceived ability to identify, assess and control the emotions of one self of others and of group. Emotional Intelligence has world wide impact on corporations, universities and schools.

Academic Achievement (AA) indicates the levels of intellectual ability of an individual. It also means brightness in academic subject. The academic achievement of the students depends on various mental factors. A child's emotional intelligence help him much in all spheres of life through its various constituents or components namely knowledge of his / her emotions (self-awareness). The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in her life. It can only be possible through his potentiality of emotional intelligence and its proper development.

To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one's potentiality of emotional intelligence. Academic Achievement indicates the levels of

intellectual ability of an individual. It also means brightness in academic subject. This academic brightness is development in nature. Academic achievement of school pupils usually means achievement in all the school subjects. Identified some mental factors and academic achievements and considered them responsible for deterioration of education at present. She opined that these factors would affect to a large extent, the achievement of students, both boys and girls and in the schools.

Objectives of the Study:

The main objectives of the studies are as follows:

- i) To find out the difference, if any, between total boys and total girls in Emotional Intelligence (EI).
- ii) To find out the difference, if any, between rural boys and urban boys in Emotional Intelligence (EI).
- iii) To find out the difference, if any between rural girls and urban girls in Emotional Intelligence (EI).
- iv) To find out the difference, if any, between rural boys and rural girls in Emotional Intelligence (EI).
- v) To find out the difference, if any, between urban boys and urban girls in Emotional Intelligence (EI).
- vi) To find out the difference, if any, between urban and rural students in Emotional Intelligence (EI).
- vii) To find out the relationship, if any, between the Academic Achievement with Emotional Intelligence (EI).

Variables of the Study:

There are two types of variables are as follows:

- i) Independent variable:** Emotional Intelligence (EI) as an independent variable was considered in the present study.
- ii) Dependent variable:** Academic Achievement of the students was considered as the dependent variable in the present study.

Delimitation of the Study:

Though the research had considered her population as higher secondary students, under the West Bengal Board of Higher Secondary Council (WBBHSC). Researcher had delimited her study in the categories of sex and strata wise. In the present the researcher considered Random Sampling as sampling technique and selected only two districts like Nadia and Hooghly of West Bengal, India.

Terms Defined: Emotional Intelligence

a) Emotions: Emotions play a key role in providing a particular direction to our behaviour and their shaping our personality according to their development. According to Crow and Crow (1973) 'Emotion' is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred-up state in the individual and that shows itself in his over behaviour.

b) Intelligence: Intelligence as a sort of mental energy, in the form of mental or cognitive abilities, available with an individual which enables him to handle his environment in terms of adaptation to face novel situation as effectively as possible.

c) Emotional Intelligence: Emotional Intelligence, like general intelligence is the product of one's heredity and its interaction with his environment forces Goleman, suggested that Emotional Intelligence consists of five parts:

- i) Knowing our own emotions (Self awareness).
- ii) Managing our emotions (Self-regulation).
- iii) Motivating ourselves (Motivation).
- iv) Recognizing the emotions of other (Empathy).
- v) Handling relationships (Social Skills).

Each of the these elements he contends, plays an important role in shaping the outcomes we experience in life.

d) Achievement: Achievement is an end product of learning whose level and performances are affected by various conditions existing at the time of learning and intervening between learning and one.

e) Academic Achievement: 'Academic Achievement' means the quantity and quality of learning attained in a subject of study after a period of instruction. It is a measure of most of the information acquired of the skill and technique developed by the students of any grade following a prescribed syllabus in a specific point of time.

Hypothesis:

- H₁ : There is significant difference between the mean scores of total boys and total girls in Emotional Intelligence.
- H₂ : There is significant difference between the mean scores of rural boys and urban boys in Emotional Intelligence.
- H₃ : There is significant difference, if any between the mean scores of rural girls and urban girls in Emotional Intelligence.
- H₄ : There is significant difference between the mean scores of rural boys

and rural girls in Emotional Intelligence.

H₅ : There is significant difference between the mean scores of urban boys and urban girls in Emotional Intelligence.

H₆ : There is significant difference between the mean scores of urban and rural students in Emotional Intelligence.

H₇ : Academic Achievement can be determined with Emotional Intelligence.

Null Hypothesis:

H₀₁ : No significant difference will exist between the mean scores of total boys and total girls in Emotional Intelligence.

H₀₂ : No significant difference will exist between the mean scores of rural boys and urban boys in Emotional Intelligence.

H₀₃ : No significant difference will exist, if any between the mean scores of rural girls and urban girls in Emotional Intelligence.

H₀₄ : No significant difference will exist between the mean scores of rural boys and rural girls in Emotional Intelligence.

H₀₅ : No significant difference will exist between the mean scores of urban boys and urban girls in Emotional Intelligence.

H₀₆ : No significant difference will exist between the mean scores of urban and rural students in Emotional Intelligence.

H₀₇ : Academic Achievement can not be determined with Emotional Intelligence.

Methodology:

The present study is a descriptive one and survey method was used by the investigator. All the students in higher secondary level in Bengali medium, higher secondary schools situated in West Bengal constitute the population of the study.

The investigator has taken 600 (150 boys, 150 girls and 150 rural, 150 urban) students from higher secondary schools as sample by using simple random sampling technique.

Tools used:

The investigator used the following tools for the collection of data.

- i) Mangal Emotional Intelligence Inventory (MEII).
- ii) Annual examination marks of class XI and Madhyamik marks of these students' result for Academic Achievement.

Statistical Techniques:

The following statistical techniques were used by the investigator for analysis and interpretation of data.

Analysis of data pertaining to hypothesis – 1 (There is a significant difference between the mean scores of total boys and total girls in Emotional Intelligence).

Table-1: Showing the Mean, SD and 't' between the scores of total boys and total girls considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Boys	300	60.94	8.32	0.694	2.65*
Girls	300	62.78	8.883		

* t-value is significant at 0.05 level

Interpretation: As the calculated value (2.65) exceeds the table value at 0.05 level of significance, there exists a significant difference in the total boys and total girls of Emotional Intelligence in higher secondary level. Thus null hypothesis H_{01} was rejected and the hypothesis H_1 was accepted.

Analysis of data pertaining to hypothesis – 2 (There is a significant difference between the mean scores of rural boys and urban boys in Emotional Intelligence).

Table-2: Showing the Mean, SD and 't' between the scores of rural boys and urban boys considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Rural Boys	150	63.04	8.00	0.957	4.38*
Urban Boys	150	58.85	8.65		

* t-value is significant at 0.05 level

Interpretation: As the calculated value (4.38) exceeds the table value (1.97) at 0.05 level of significance, there exists a significant difference in the rural boys and urban boys of Emotional Intelligence in higher secondary level. Thus null hypothesis H_{02} was rejected and the hypothesis H_2 that there is a significant difference between the mean scores of rural boys and urban boys in Emotional Intelligence was accepted.

Analysis of data pertaining to hypothesis – 3 (There is a significant difference between the mean scores of rural girls and urban girls in Emotional Intelligence).

Table-3: Showing the Mean, SD and 't' between the scores of rural girls and urban girls considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Rural Girls	150	64.41	8.70	1.018	3.18*
Urban Girls	150	61.16	8.97		

* t-value is significant at 0.05 level

Interpretation: As the calculated value (3.18) exceeds the table value (1.97) at 0.05 level of significance, there exists a significant difference in the rural girls and urban girls of Emotional Intelligence in higher secondary level. Thus null hypothesis H_{03} was rejected and the hypothesis H_3 was accepted.

Analysis of data pertaining to hypothesis – 4 (There is a significant difference between the mean scores of rural boys and rural girls in Emotional Intelligence).

Table-4: Showing the Mean, SD and 't' between the scores of rural boys and rural girls considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Rural Boys	150	63.04	8.00	0.963	1.42*
Rural Girls	150	64.41	8.70		

* t-value is insignificant at 0.05 level

Interpretation: As the calculated value (1.42) exceeds the table value (1.92) at 0.05 level of significance, there exists a significant difference in the rural boys and rural girls of Emotional Intelligence in higher secondary level. Thus the null hypothesis H_{04} was accepted and the hypothesis H_4 that there is a significant difference between the mean scores of rural boys and rural girls in Emotional Intelligence was rejected.

Analysis of data pertaining to hypothesis – 5 (There is a significant difference between the mean scores of urban boys and urban girls in Emotional Intelligence).

Table-5: Showing the Mean, SD and 't' between the scores of urban boys and urban girls considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Urban Boys	150	58.85	8.65	1.015	2.26*
Urban Girls	150	61.16	8.97		

* t-value is insignificant at 0.05 level

Interpretation: As the obtained value (2.26) exceeds the table value (1.97) at 0.05 level of significance, there exists a significant difference in the urban boys and urban girls of Emotional Intelligence in higher secondary level. Thus the null

hypothesis H_{05} was rejected and the hypothesis H_5 that there is a significant difference between the mean scores of urban boys and urban girls in Emotional Intelligence was accepted.

Analysis of data pertaining to hypothesis – 6 (There is a significant difference between the mean scores of urban and rural students in Emotional Intelligence).

Table-6: Showing the Mean, SD and 't' between the scores of urban and rural students considered for Emotional Intelligence used in t-test

Category	N	Mean	SD	SE _D	t
Urban Students	300	60.00	8.81	0.695	5.34*
Rural Students	300	63.72	8.35		

* t-value is insignificant at 0.05 level

Interpretation: As the obtained value (5.34) exceeds the table value (1.96) at 0.05 level of significance, there exists a significant difference in the urban and rural students of Emotional Intelligence in higher secondary level. Thus the null hypothesis H_{06} was rejected and the hypothesis H_6 was accepted.

Analysis of data pertaining to hypothesis – 7 (Academic Achievement can not be determined with Emotional Intelligence).

Table-7: Showing the Correlation of Total Teacher Effectiveness and Job Satisfaction

	N	r
Relationship between Academic Achievement and Emotional Intelligence	600	0.84*

*Significant at 0.051 level (two-tailed)

Interpretation: As the obtained value of Emotional Intelligence (0.84) exceeds the table value at 0.05 level of significance, there exists a significant relationship between Academic Achievement and Emotional Intelligence. Thus H_{07} was rejected and the H_7 was accepted. It was quite clear from table – 7 that there is a positive relationship of emotional intelligence on academic achievement of higher secondary students.

Table-8: Descriptive Statistics concerning Distribution of Emotional Intelligence Scores

Emotional Intelligence	
N	600
Mean	61.87
SE _M	0.359
Median	61.00
Mode	59..26
S. D.	8.82
Skewness	-0.022
Kurtosis	-0.435

Interpretation: The descriptive statistics in Table-8 shows that there was slight difference between Mean and Median of the distribution. The Mode value was found slight lower than mean and median. The S. D. of the distribution was 8.82. The skewness was found to be -0.022 for Emotional Intelligence, it indicated that the distribution was negatively skewed and pile-up the scores on the right of the distribution. The negative value of Kurtosis (-0.435) for the Emotional Intelligence scores indicated a Platykurtic distribution.

Limitation of the Study:

She had to depend on the result obtained by application of some crude statistical measures on a small sample baring on her survey work. So the investigator opined that there were many major and minor limitation and constrains which he had to work.

Conclusion:

With regard to Emotional Intelligence it was found that the boys and girls differed significantly in respect to their Emotional Intelligence. It has also revealed that the girls showed better Emotional Intelligence than boys students. In respect to Emotional Intelligence it was found that rural girls and urban girls differed significantly to their Emotional Intelligence. It was also shown that rural girls showed better Emotional Intelligence than that of urban boys. This study was conducted on Emotional Intelligence and academic achievement of higher secondary students of West Bengal on the basis of the findings and discussions the following tentative conclusions were drawn as outcome of the present study.

To ensure on improvement in Emotional Intelligence a holistic evaluation of the environment of the students should be done. Subsequently the plan and policies

that will result from the study should properly implemented. The following some of the steps that may be taken.

- i) Emotional Intelligence is best developed by involving students in doing, experiencing and building on their existing knowledge. Thus, the curriculum must provide explicit opportunities to practice skills such as personal and group goal setting, decision making, problem solving and resolving conflict.
- ii) All school ensure to create a safe and conducive classroom culture where individuals are taught awareness of self and others, sensitizing students about differences in others, expressive appreciation and respect for other and listening attentively them in Emotional Intelligence development.
- iii) Parents must quality time with their children and communicate with them about their feeling. They must also be prevented from expecting only high grades from their children and focus rather on their needs, feeling and well being.
- iv) The present study found the influence of Emotional Intelligence on Academic achievement of higher secondary students. Hence, teacher must be sensitive to feelings and needs of their wards. They must also serve a role model to nature positive values, build emotional stability and self confidence in students. While Emotional Intelligence skills can be taught, they can also be caught from faculty who are role models of high Emotional Intelligence.

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A Journey from 19th to 21st Century Women Education in India

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ABSTRACT

Traditionally woman in India had very rigid status roles as - daughter, wife, and mother - well defined and almost fixed. But woman in modern times are actively participating in social, economic, and political activities; they are even entering into certain new fields that were unknown to the woman's sphere of role-sets, thus women in the society, is now experiencing far-reaching changes. The reason behind is, women of the present generation generally receive higher education than the women of their preceding generations. There have been far reaching consequences in the economic status of their families. Indian women exist because of the family and for the family in the 19th century. In 21st century we find Indian women as educated, empowered and enlightened having secured eminent positions and offices in administration and public life in free India. Now this transformation could not happen overnight. Evolution of Indian education, more specifically Women education in 19th and 20th century has very significantly influenced the present status of women. This journey was initiated in the 19th century with the emergence of "new woman" in Indian social scenario. The latter half of the 19th century was more eventful, when India started seeing the rise of womanhood to freedom and assertion and women's education started spreading its wings. This paper attempts to portray the condition of women and their education in India in 19th century on the basis of published documents. The contribution of the eminent social reformers in the field of women education for this period is also described here. An attempt is also made to analyse the present status of Indian women in the light of 19th century.

Key Words: Women education, 19th century education

INTRODUCTION

Education has always been regarded as the most significant instrument for changing women's subjugated position in any country. In India too promotion of women's education is considered as a part of the overall change in society. The progress of women's education is closely interlinked with the basic, changes in Indian educational system. Education develops the personality and rationality of individuals and qualifies them to fulfil certain economic, political and cultural functions and thereby improves socio-economic status of people.

One of the direct expectations from education in a society is the reduction in the inequality among individuals and that is why Education is included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve 'The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'. In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women came to be supported by all champions of women's emancipation from the 19th Century onwards.

However, Indian society is a patriarchal society so the status of women in respect of property, education and other rights has always remained subordinate to that of the men. The desire for birth of sons to birth of daughters among Aryans was openly expressed in the Vedic literature (Altekar, 1956). The birth of a daughter is described as a calamity in the later Vedic literature, epics, Dharmashastras and many other works (Altekar, 1956). This tradition gradually pervaded all over India. The Indian reformers of the 19th Century wanted to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development of the country. The expansion of education and health services in the 20th Century, however, precipitated a need for women teachers and doctors which resulted in the incorporation of these two vocations in the programme of women's education.

After independence, the Constitutional guarantee of equality changed the conceptual thinking of educational development of women and gave a call to women to play multiple roles in the polity, the economy and the society and the educational development of women began in that broad direction.

Women in India have been experiencing different status since the inception of the civilisation. Though women form half of the population, yet the masculine principles made the women suffer a lot. In spite of several constitutional measures or different plane or policies taken by government, till date their social status has not changed. They were denied equal opportunities and importance as men. India was no different from the rest of the world. Indian women have been struggling for equal rights over the past millennium. Hence, the history of women in India has been very eventful.

OBJECTIVES OF THE STUDY

To portray the condition of women in India in 19th century on the basis of published documents.

To describe the status of education of women in 19th century.

To narrate the contribution of the eminent social reformers in the field of women education for the said period.

To analyse the persistent similarities between women of 19th century and 21st century.

WOMEN AND THEIR EDUCATION IN 19TH CENTURY

From the available reports and writings, the status of Women and their education are described as follows –

Women were perceived in the Indian society as weak, both physically and mentally.

Women of this period belonged to the domestic sphere only. They were expected to carry out domestic roles such as to clean, cook and raise children. Those who had the privilege of schooling were taught more domestic skills such as sewing, cookery etc. Education for women was mostly home based.

Understandably, women in the 19th century hardly worked outside the home.

Women did not have the same rights to make choices in birth control in those days as they do now, which meant they spent most of their time pregnant and raising children and had less ability to work outside of the home.

Women had shorter life spans because of death in child-birth and more of a susceptibility to disease after birth. This meant they had less time to learn things about life and choose to do something to change their plight. The medical boom of the 1800s and beyond helped to change and gave women longer life spans.

Women were taught from a young age that they were not meant to have education or education was not for them. Women of 19th century had no sense of identity. Woman and her husband would be viewed as a single identity.

Girls were married off by the age twelve or thirteen, receiving an education was often considered an anathema, sometimes even a sin. All her life, a woman

observed religious practices wishing for the long and safe life of the male members of her family, as per as the custom. So, it was easy make her believe that, a woman's contact with learning was harmful and by doing so she would welcome the curse of her husband's death.

We recognize a severe disappointment of the Western educational entrepreneurs with the oppressive social norms. In his Report on the Condition of Education in Bengal (1836), William Adam was very much upset and stated in frustration, "A superstitious feeling is alleged to exist in the majority of Hindu families, principally cherished by the women and not discouraged by the men, that a girl taught to read and write will soon after marriage become a widow."

But by the middle of the nineteenth century, liberal Indian minds (obviously men) imbued with western thoughts and values started feeling the serious deficiency.

LANDMARKS IN 19TH CENTURY WOMEN EDUCATION

Education in India started receiving some attention under British rule with the Charter Act of 1813. East India Company had a monopoly of trade and commerce in India up to the middle of the nineteenth century, so education was its moral responsibility. But the official policy of the East India Company remained on non interference in the field of education till 1813, naturally it remained indifferent regarding Women education.

At this time Women education remained at the back foot as the Company was not interested in making any revolutionary changes in the field of education. But on the other, enlightened Indians, Christian missionaries, and some British officers desired for and worked towards, the establishment of institutions imparting modern Western education.

Education in India obtained full recognition in the famous Macaulay's Minute of 1835 but education of women in India still remained absent from the Indian society.

Under the Christian missionary till 1850 female schools were opened in Bombay, Madras, 354 schools with 11,549 girls and 91 boarding schools with 432,346 girls respectively were in existence (Majumdar, R.C et al., 1967). But these praiseworthy efforts could not gain much due to too much attention on preaching

Christianity and lack of good teachers. Again, the girls enrolled belonged only to the lowest strata of Indian society as people from the upper castes were reluctant to send their daughters to these schools because of various misbeliefs and prejudices (Kaur, 1968). It was, therefore, necessary to remove these prejudices. This was done by the social reformers, who were themselves impressed by the English education and Western Knowledge.

Wood's Despatch (1854) directed the Government to give frank and cordial support to the education of girls. It was first time in the history of Indian education that a special reference was made of education and employment of women and the Government assumed direct responsibility for making women literate. Some progress of women's education particularly at first stage of education that is primary level, was reported only in respect of a separate school for girls. Some women were also imparted training for appointment as teachers in girls' schools.

But it is only after The Education Commission of 1882, systematised educational data began to be collected at regular intervals and the progress of women's education came to be assessed. It remarked that the female education was still in an extremely backward condition and that it needs to be fostered in every legitimate way. Henceforth Government grants for girl's school began to be more liberally given than for boys' and special scholarships and prizes for girls were also announced. The major emphasis was laid on the primary rather than secondary and higher education of women. Reform movements stressed the importance of women's education; as a consequence women started entering colleges. In the next two decades higher education expanded rapidly; whereas there were only six women in Indian universities in 1881-82, by the turn of the century there were 264. Secondary school enrolment rose from 2,054 to 41,582 in this period. In 1878, Calcutta University permitted women candidates to appear for the B. A. Examination.

From 1882 - 1947, the progress of girls education was reported to be slow but steady, confined as it was to the affluent sections of the society or those families which were in the favour of foreign rulers. Nevertheless, starting from no education at the advent of British rule that is zero per cent of the total enrolment of educational institutions under formal system, the enrolment of women increased to nearly 25 per cent of the total enrolment by the end of the British regime (1947) and

this, is in no way a mean achievement. Due credit should be given to the foreign rulers at least for initiating the process of educational development of women as a part of the formal system of education in India.

The official policy of the British Government, as noted earlier, also underwent a gradual change and female education received encouragement from it.

CONTRIBUTION OF SOCIAL REFORMERS

Regardless of the fact that condition of women in the 19th century was not very hopeful, in the first quarter of 19th Century, some remarkable social changes took place. Law relating to Abolition of Sati in 1829 and introduction of English as a medium of education provided a gateway to the changing ideas of Western liberalization and democracy. Discussion on women education of this period is incomplete without mentioning few personalities who may be considered as an eternal source of inspiration for liberating Indian women by fighting against social evils like sati, child marriage, female infanticide, prevention of widow remarriage etc.

Ishwar Chandra Vidyasagar

Ishwar Chandra Vidyasagar widely read ancient Hindu scriptures and came to know that the gender divide which was prevalent in Bengal was not found in our ancient texts. He strongly supported women education in Bengal and went door to door to persuade people to send their girl child to school. He opened 30 schools for girls. He also did a lot for the remarriage of socially forsaken widows through the Widow Remarriage Act no XV of 1856. He empathetically lamented the deep distress of Indian womanhood. While campaigning for widow-remarriage he expressed in grief, "The country, whose male population is unkind, unreligious and unaware of the distinction between the good and the evil and don't care about justice and fairness and where abiding the rituals is the chief preoccupation of religion, should not give birth to girls".

Raja Rammohun Roy

He helped to popularize education of women among the Hindus. He said that the women of India were highly educated and that the education of women was in keeping with ancient religious traditions and beliefs. The Brahma Samaj did great service in removing the popular prejudices against the education of women that

were the prevalent in the Hindu society and the credit for this goes mostly to Ram Mohan (Naik, J. P and Nurullah, S., 1974, pp.131-132). He fought for the abolition of Sati and established Brahmo Samaj to promote the concept of equality among men and women. Rammohun arose and took up the cause of women's reforms and emancipation. Dayanand Saraswati, Ishwara Chandra Vidyasagar, D.K. Kharve are some of his eminent followers.

Among English men and women John Drinkwater Bethune established possibly the first and most influential school for women's education in Calcutta in 1849. It was a seminal institution with a strong mandate for secularism (meaning non-Christian). Pandit Vidyasagar was entrusted with the responsibility of the school secretary. Bethune motivated various renowned families to take part in this venture. By 1850 there were eighty students, going to the school. In 1863 the school was populated with ninety-three girls, ranging from five to seven years in age.

Sister Nivedita Girls School is the only educational institution for girls that was inaugurated by Sri Sarada Devi, the Holy Mother, in the presence of Swami Vivekananda, Swami Brahmananda, and others on November 13th, 1898. This school was the first school to have a significant number of young, married women. It seems they were very thankful for the unexpected opportunity. Fortunately, the school is still in existence.

Mahatma Jyotirao Phule

Born on April 11, 1827, Pune, Jyotirao Govindrao Phule was a real philanthropist. He was the one to open first girl school in India. He is also credited with opening first home for widows of the upper caste and a home for newborn girl children so that they can be saved from female infanticide.

Swami Dayananda Saraswati

He was the founder of Arya Samaj. He translated Vedas from Sanskrit to Hindi so that a common man can read it and understand that the Vedic Hindu scriptures gave utmost importance to women. He emphasized for the equal rights for women in every field.

LITERACY RATES IN INDIA SINCE 1901

Serial Number	Census Year	Female literacy %	Male literacy %	Gap in Male-Female Literacy rate %
1	1901	0.6	9.8	9.2
2	1921	1.8	12.2	10.40
3	1941	7.3	24.9	17.6
4	1961	15.35	40.40	25.05
5	1981	29.76	56.38	26.62
6	2001	53.67	75.26	21.59
7	2011	65.46	82.14	16.68

SOURCE: Census 2011, India 2016

In 19th century the rate of literacy among women in India was less than 0.6% and the gap between male and female literacy gradually increased till 1961 after that the gap started decreasing.

SIGNIFICANT WOMEN PERSONALITIES OF 19TH CENTURY

Few women personalities made significant contribution to enhance the status of women in 19th century. They acted as role model for women belonging to that era as well as women of 21st century. A brief discussion of their lives is narrated here.

The life of Kadambini Ganguly (18 July, 1861 – 3 October, 1923) was very eventful. Kadambini was born in Bhagalpur, Bihar in 1861, the daughter of a Brahmo reformer. After obtaining a B.A. degree in 1883, she married Dwarkanath Ganguly. She also entered the Calcutta Medical College the same year. In 1886, she qualified as a medical doctor, one of the first two Indian women doctors qualified to practice western medicine. Kadambini went to the United Kingdom in 1892 and returned to India after qualifying in LRCP (Edinburgh), LRCS (Glasgow), and GFPS (Dublin). After working for a short period in Lady Dufferin Hospital, she started her own private practice. Astonishingly, she held the dual responsibility of raising eight children as well as a professional practice. In addition, she and her husband were actively involved in female emancipation and social movements. She was one of the six female delegates to the fifth session of the Indian National Congress in 1889 and even organized the Women's Conference in Calcutta in 1906 in the aftermath of the partition of Bengal. Kadambini Ganguly died in 1923.

Kadambini's biography would be incomplete without the mention of the seminal role two men played in her life – father Braja Kishore Basu and spouse Dwarkanath Ganguly. Both were liberated Brahmo Samajists and ardent champions of female education.

Chandramukhi Bose was a Bengali Christian born in Dehra Dun in 1860. She ranked first in university entrance exam of 1876. She was one of the first two female graduates of British Empire in 1883 and she was one of the first women to complete her Masters from the University of Calcutta in the British Empire in 1884. She then became principal of Bethune College in 1888, thus became first female Head of an undergraduate academic institution.

SOME RESEMBLANCES BETWEEN 19TH AND 21ST CENTURY WOMEN

India has seen an increased percentage of literacy among women, and women are now entering different professional fields, at the same time the practices of female infanticide, poor health conditions and lack of education still persisting.

Ancient education system in India was caste based. Even in 21st century India; the matrimonial advertisements, demand girls of the same caste.

Despite progress, women are expected to fulfil their roles as wives or mothers, prioritising home against anything else. Most women still look after the house and are mainly responsible for the upbringing of the children, thus sometimes compromising career for family.

Hindu Succession Act 1956, that came into force since 9th September 2005 ensures Right to property for women. Still they are taught to believe husbands home to be their real home after marriage.

In the 21st century, though women can have professional careers, they are still paid less than their male counterparts for the same job mostly in the private sectors.

If one looks at the status of women then and now, one has to look at two sides of the coin; one side of which is promising, and one side of which is quite depressing. Her ultimate destiny hasn't changed much.

CONCLUSIONS

The status of women in modern India is a sort of a paradox. If on one hand she is at the peak of ladder of success, on the other hand she is mutely suffering the violence afflicted on her by her own family members. As compared with past women in modern times have achieved a lot but in reality they have to still travel a long way. This journey started with the emergence of "new woman", who evolved as the outcome of the nineteenth century generation. In the latter half of the 19th century that is during the post-independence, India started seeing the rise of Indian womanhood to freedom and assertion and women's education started spreading its wings. Many programmes and schemes were formulated to encourage women towards acquisition of education and participation in the employment settings. Inspite of these measures and policies, still in some of the rural communities, women are regarded as subordinates to men. One of the unfortunate areas is, throughout the country, women and girls are subjected to abuse and mistreatment. But with the advent of globalization and industrialization, women are acquiring development opportunities especially women belonging to urban communities are mainly enhancing their livelihoods through acquisition of good education and acquiring employment opportunities. The main areas that have been taken into account in this research paper include status of women in pre and post-independence India, few significant women personalities and contribution of the social reformers who initiated empowerment of women in India.

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A Study on Environmental Awareness Among the Higher Secondary School Students in Relation to their Sex and Background

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ABSTRACT

Environmental awareness is an integral part of the movement's success. By teaching our friends and family that physical environment is fragile and indispensable we can begin fixing the problems that threaten it. Environmental awareness grew in the second half of the twentieth century. With this awareness, the public demand for environmental safeguards and remedies to environmental problems became an expectation of a greater role for government.

The main purpose of the present study was to conduct an empirical investigation to know the extent of environmental awareness among the boy and girls of higher secondary school students of Thoubal district of Manipur.

Normative survey method was applied in order to investigate the extent of awareness among secondary school students and suitable statistical techniques were used for the study.

From the study the investigator found that both girls are boys of rural and urban background of higher secondary school students are aware towards their environmental.

KEYWORDS- High School, Safeguard, Remedies, Fragile

INTRODUCTION

Environmental awareness starts with knowing how the environment directly affects our health. It has to start at home. Educate and practice, that is the only way it can be inculcated into the psyche of the people.

The ideology of environmentalism has evokes the necessity and responsibility among the humans to respect, protect and preserve the natural world from its anthropogenic afflictions. Environmental awareness is an integral part of the movement's success when people "go green", they are practicing environmental awareness. The term means exactly what you accept it to; it means being aware of the natural environment and making choice that benefits-rather than hurt the earth we all live on. In recent years, environmental awareness has gained alarming attention among the people of our country. It is fair to say it has become a bit of a trend: from environmentally friendly tiny homes to organic food, environmental awareness is a very hot and eye caching topic. However, it is nothing new and it

ought to be more than just a passing fad because of its importance. Environmental awareness proves important for several reasons, it foster a sense of connection to the natural world, promotes sustainable development and encourages conservation of irreplaceable natural resources and valuable plants and animal species.

Higher secondary school is a school that usually includes standers 11 and 12. It is a school which provides secondary education between the age of 16 and 19 depending on location, after primary and secondary school. It is a secondary school that students attend in the three or four highest grades before college.

Senior secondary schooling is the 2 years after the 10 years. When a student successfully completes 10+2 years of schooling, he becomes a senior secondary school graduate.

The most relevant perception about the subject is that:

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people”

Review of related literature

Leela Gnanalet and Ramakrishnan (2010) conducted a study on the effectiveness of multimedia program teaching environment education.

The major finding of the study were

1. There was significant difference between the environmental group and the control group in the teaching of environmental education at the post test level. The students learning with the help of v the multimedia program fared better in environment education then the student learning through the conventional method.
2. Significant difference was found between the mean achievement test score of the pre-test and post-test for the experimental group. This shows that the multimedia program has helped the students to score more marks in the post-test.

Sumangala and Ushadevi (2008) conducted a study on women teacher ttitude towards teaching profession and success in teaching.

The major findings of the study were

1. Attitude towards teaching profession in a variable that affects success in teaching
2. Successful and less successful women teacher differ significantly in the mean scores of attitudes towards teaching profession

3. Attitude towards teaching profession is significantly related with success in teaching.

Susham Pande (2007) conducted a comparative study on environmental awareness among rural and urban children

The major findings of the study were

1. The students were not aware of the importance of the environment issues.
2. Students from the urban areas were having better knowledge about natural resources, nature's balance, eco-system and biotic and non-biotic environment.
3. The urban students had much better knowledge about environment and its related problems than their counterparts who fared badly.
4. The children from the urban area are fairly well acquainted with the problems of environment and its depletion.
5. The rural child is not even conscious about the population explosion and its disadvantages.
6. Both urban and rural teacher are aware of the environment and known all about its protection and preservation.

Snehlatha Verma (2006) conducted a study on environmental awareness and attitude of pre-service teachers and teacher educators.

The major findings of the study was

The below average in their awareness of environment problem and pre-service teacher and in-service teacher and teacher educator were neutral in their attitude towards environmental problems.

Wingate Thomson smith and Raymond Jones (2005) conducted a study on multiple intelligence among the high school studies classes.

The major findings of the study was

The linguistic intelligence was addressed 42% of the time, with interpersonal and kinesthetic being addressed 18% of the time. Further, it was noted that the naturalistic intelligence was not addressed a single time in the social studies classroom.

Selvan (2003) conducted a study on environment awareness among rural and urban teacher trainees.

The major findings of the study were

1. In the environmental awareness, the teacher trainees from rural area had no significant difference between them in terms of their sex, age, qualification, type of school studied and their marital status.
2. The teacher trainees from urban area had no significant difference between them in terms of their sex, age, qualification, type of school studied and their marital status.
3. The teacher trainees had significant difference with respect to their age.

OBJECTIVES OF THE STUDY

The goal of environmental education is to develop a world population aware of, and concern about the environment and its associated problems which has the knowledge, skills, attitudes, motivations and commitments to work individually and collectively towards solutions of current problems and the prevention of new ones. The objectives of present study is –

1. To study the difference in environmental awareness among rural boys and rural girls of higher secondary school students.
2. To study the difference in environmental awareness among urban boys and urban girls of higher secondary school students

HYPOTHESIS OF THE STUDY

Ho: There is no significant difference towards environmental awareness among rural boys and rural girls of higher secondary school students.

Ho: There is no significant difference towards environmental awareness among urban boys and urban girls of higher secondary school students

SIGNIFICANCE OF THE STUDY

This type of study is considered to be highly important in the process of creating environmental awareness among the students of the higher secondary school. The present study would occupy an important role for the attainment of the goal of globalizes environmental awareness. Environmental awareness among the higher secondary school students can be brought to the fore front as the major obstacles in achieving environmental awareness with the help of this study. Another significance of the study may be considered from the point of view that, this study may help in framing policy resolutions to reduce the environmental problem by presenting some suggestive measures on the basis of micro level study.

DELIMITATION OF THE STUDY

The present study is delimited to the few schools of Thoubal district of Manipur:

1. The study is confined to a 50 urban and 50 rural students (ie. The sample of 100 students only which includes 25 boys and 25 girls each from urban and rural areas.)
2. Only sex and secondary level is considered as the variables of this study.
3. Only the students of Thoubal district is considered as the sample of the present study

METHODOLOGY TO BE FOLLOWED

The investigator investigates on the subject “**A STUDY ON ENVIRONMENTAL AWARENESS AMONG THE HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SEX AND BACKROUND**” of Thoubal district of Manipur. For this a sample survey was conducted in the month of June 2019. For time convenience of the study a random sample of six schools which comes under Thoubal district was draw for the investigation of the problem under study. The methodology followed in the study is a normative survey method and the technique of sampling in the simple random sampling. For the analysis and interpretation of the present study the investigator adopted mean, SD, standard error, ‘t-test.

MAIN FINDINGS AND DISCUSSION

Following findings were drawn from the present study:-

1. While comparing among rural boys and rural girls of higher secondary school towards their environmental awareness, it was found that their exist no significant difference among them.

Table-1

Comparison of mean, SD and CR between boys and girls of rural higher secondary school students of Thoubal district

Gender	Number	Mean	S.D	S.D	t-test	Significant Level
Boys	25	29.26	3.86	1.27	.90	Not significant at 0.05 level
Girls	25	30.52	4.33			

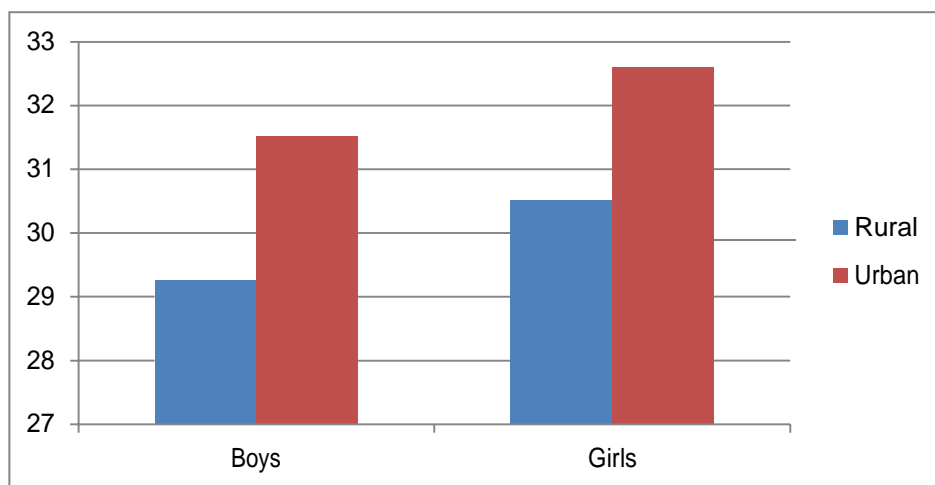
2. While comparing among urban boys and urban girls of higher secondary school towards their environmental awareness, it was found that their exist no significant difference among them.

Table-2
Comparison of mean, SD and CR between boys and girls of urban higher secondary school students of Thoubal district

Gender	Number	Mean	S.D	S.D	t-test	Significant Level
Boys	25	31.52	3.15	0.51	2.12	Not significant at 0.05 level
Girls	25	32.60	2.30			

- While comparing among urban & rural boys and urban & rural girls with the help of bar graph the investigator found there is a vast differences among them with reference to the environmental awareness.

When it compare among urban and rural boys the graph clearly indicates that urban boys (31.52) are more aware about their environment then the rural boys (29.26), similarly while comparing among rural and urban girls urban girls (32.60) are more aware then rural girls (30.52). This indicates that proper awareness needs to be created among the rural section of the society as they have rear awareness in relation to their action towards environment degradation.



Educational implication

The main aim of the present study is to know the extent of environmental awareness among higher secondary school students, no matter whether it is a boy or a girl student or from a rural or urban background. Awareness need to be created among students if required. Not only to the students, special awareness program in the form of community visit, workshop, seminar, symposium should be arranged among the teachers, parents and the masses. Formal system of education in relation

to the environment and its awareness need to be provides among young children and the youth. Environmental consciousness need to be develop even among the less educated or aware groups of people with the help of advertisement with moving speaker and TV, poster, pamphlet etc. and among the teacher by introducing environmental education in teacher education program and their teaching subjects.

From the present study the investigator confirms that the environmental education plays a significant role in preventing and reducing environmental imbalance and can control our future environmental problem. It is the awareness that result in reducing the depletion of ozone layer.

Apart from the introduce of environmental education at school level even at college level which includes professional courses, technical courses and even at general courses environmental education in a formal level need to be introduce so that when they employ at government or non-government organization they spread environmental awareness in their respective society.

Convenient mass media which can reach even at the weaker section of the society such as TV, radio, newspaper, feature films etc. can be used for the expansion of the environmental awareness.

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Challenges in Implementation of Choice Based Credit System: A Case of Ch. Bansi Lal University, Bhiwani

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ABSTRACT

Indian higher education institutions need infusion of new models in order to keep the curriculum responsive to the changing environment which includes technology adoption, changing industry requirement, changing aspiration of students and changing expectations of society. CBCS aims to redefine the curriculum for keeping pace with the liberalization and globalization in education. Choice-Based Credit System (CBCS) has several unique features as advanced learning opportunities, ability to match students' scholastic and non-scholastic needs and aspirations, inter-institution transferability of students, partial completion of an academic program in the institution of enrolment and partial completion in a specialized institution, improvement in academic quality and excellence, flexibility for the students to complete the program over an extended period of time, standardization and comparability of educational programs across the globe etc. The CBCS may fit appropriately into the emerging socio-economic milieu and also respond effectively to the educational and occupational aspirations of the future generations. However, during the implementation of this system in higher education institutions, there are many challenges that need to be addressed in order to put it on the right track. Therefore, the objective of the present paper is to examine prospects and challenges of Choice Based Credit System.

Keywords: Choice-based, Credit, Semester, Grade, Course, Skill enhancement, Ability enhancement.

Introduction

The higher education system of India is the third largest in the world. As of AISHE-2019, India has 993 universities, with a break up of 46 central universities, 371 state universities, 124 deemed universities, 16 open universities, 304 private universities, 5 institutions established and functioning under the State Act, and 127 Institutes of National Importance which include IIMs, AIIMS, IITs, IIST and NITs among others. Other institutions include 39,931 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions (Statistics - MHRD).

However, present Indian education system is producing graduates who are deficit in knowledge, skills, values, confidence and academic efficiency as a whole. The

reason obviously is ill-planned expansion, dearth of competent staff, lack of adequate facilities for library, laboratories, research, experimental facilities, appalling teacher-taught ratio, rigidly compartmentalized curriculum. The current pathetic conditions of Indian higher education system demands reformation and transformation by introducing and devising innovations, and also by developing learner- centric approach as well as globally accepted evaluation system (Russell 2017).

National Knowledge Commission (in its report to the PM on 29/11/2006) has called for reform of existing universities to ensure frequent curricula revisions, introduction of credit system, enhancing reliance on internal assessment, encouraging research, and reforming governance of institutions. According to Mr. Pitroda,

“.... it is important for us to acknowledge that there’s a quiet crisis in education in India which runs deep. And the time has come to deal with this crisis in a systematic, forthright manner. There is today a requirement for a transition to a credit system where degrees are granted on the idea of completing a requisite number of credits from different courses, which provides learners with choices.....”

In a bid to revamp higher education and bring all the Universities and Colleges under one umbrella of grading, learning and standards within the country, the University Grants Commission (UGC) in 2014 came up with a scheme called Choice Based Credit System (CBCS) with the directive that all Universities and other higher education institutions must adopt this program from 2015 onwards.

The main objectives of introducing such programmes by UGC are: Need for reforms in higher education; advanced learning opportunities; ability to match students' scholastic and non-scholastic needs and aspirations; inter-institution transferability of students; partial completion of an academic program in the institution of enrolment and partial completion in a specialized institution, improvement in academic quality and excellence; greater flexibility to successfully complete the course; standardization and comparability of educational programmes across the globe.

According to UGC guidelines, within the new system there is a shift focused from teacher-centered education to learner-centered education. Emphasis is on learning and not on teaching, with the learner being at the centre stage of all academic transactions. The CBCS is aimed at ushering in a multi-disciplinary approach to undergraduate and post graduate curriculum, providing students a diversity of opportunities for their mobility by allowing them to take credits earned

in one institution to a different institution to which they chose to shift (Hanchinalkar, 2008). Prior to CBCS, the higher education curriculum in India was unable to impart the necessary skills that would make the students employable adequately due to lack of interdisciplinary approach and very little scope for value based courses to be taught (Wanchoo, 2015).

Basic Features of CBCS:

Semesters: Every year is split into two semesters and therefore the assessment of students is conducted semester wise. The learners have the opportunities to select courses from a pool of courses in every semester. The results are declared at the end of every semester. Each semester has 15–18 weeks of academic training and assessment which is equal to 90 teaching days.

Credit System: The credit system is a redefining of the curriculum into smaller measurable entities or modules whereby these modules can be combined in different ways so as to qualify for a certificate, diploma or degree. Each course is assigned a certain credit. The students can earn credits consistent with his pace by taking any amount of time.

Course: Usually mentioned as 'papers' may be a component of a program. All courses need not carry the same weightage. The learning objectives and learning outcomes of each course should be defined clearly. A course may be designed to comprise lectures, tutorials, laboratory work, field work, activities, project work, vocational training, viva-voce, seminars, term tests, assignments, presentations, self-learning activities or a combination of some of these.

Choice of courses: There are provisions to select the courses consistent with learners' own interest, aptitude, ability and objectives. There are three types of the courses as directed by the UGC.

Core Course: There could also be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to accomplish the requirement of a program in a said discipline of study.

Elective Course: Elective course may be a course which may be chosen from a pool of papers. An elective course could also be supportive to the discipline of study, providing an expanded scope, enabling an exposure to another discipline/domain, nurturing student's proficiency/skill. An elective could also be "Generic Elective" that specializes in those courses which add generic proficiency to the students. An elective could also be "Discipline centric" or could also be chosen from an unrelated discipline. It can be called an "Open Elective."

Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses could also be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses which are based upon the content that results in Knowledge enhancement. Ability Enhancement Compulsory Courses are mandatory for all disciplines. Skill Enhancement Courses are value-based or skill-based and are aimed towards providing hands-on-training, competencies, skills etc.

Cumulative Grade Point Average (CGPA): It’s a measure of cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points scored by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

Semester Grade Point Average (SGPA): It’s a measure of performance of tasks accomplished in a semester. It is ratio of total credit points scored by a student in various courses registered in a semester and the total course credits taken during that semester. It is also expressed up to two decimal places.

Credit: credit is a unit to measure the course work. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of lecture [L] or tutorial [T]; of two hours of practical work/field work [P] per week. The total credits scored by a student for every semester is calculated by adding L+T+P.

Provision of Credit Transfer: Credit Transfer means that credits earned at one institution for one or more courses under a given program are accepted under another program either by the same institution or another institution. This acceptance of earlier acquired credits may be done in one of two ways: (i) Direct Performance Transfer (ii) Course exemption.

Allotment of Grading: UGC has introduced a Ten- point grading system in CBCS to allot grading.

Ch. Bansi Lal University, Bhiwani : Ch. Bansi Lal University, Bhiwani is a state university established by the government of Haryana under Act No. 25 of 2014. It has been recognized by the University Grants Commission under 2F. The university is a boon for the academically rather deprived region of Haryana, and holds great promise for the intellectual and academic boom for the people of Bhiwani, a city located to the west of Delhi and south of Chandigarh at a distance of 125 kilometres and 285 kilometres respectively. The University has been established as a teaching-cum-affiliating University to facilitate higher education in multi-disciplines with

special emphasis on sports and physical education and to achieve excellence in these and connected fields. In a short span, Ch. Bansi Lal University has made rapid strides in spreading the education of Science, Sports and Health in the region. The university is granting admission to more than 1200 students in the faculties of Physical Science, Life Sciences, Humanities, Social Sciences, Management and Commerce; it has started Post-graduate Courses in twenty seven Departments belonging to 09 Faculties and eight PhD. programmes. The university has already implemented choice based credit system at post-graduation level and yet to implement it at undergraduate level.

Challenges of Choice-Based Credit System

1. **Resistance from stakeholders:** There is a strong resistance to change from stakeholders specifically in colleges affiliated to CBLU, Bhiwani. Stakeholders' consensus in terms of core papers is a major challenge.
2. **Reduction in emphasis on Language Papers:** The biggest challenge is being observed in Language Papers i.e. Hindi and English. In CBCS, there is drastic reduction in emphasis on ENG/Hindi. Both of these languages had been considered essential for students since beginning of higher education system in India. Language proficiency is considered essential for development of higher knowledge and skills acquisition. The linguistic skills of students of south- west Haryana are poorly developed because of poor schooling, less exposure etc. and need enhancement.
3. **Workload of English and Hindi teachers:** Workload of English and Hindi teachers will also get drastically affected. There is great resentment and apprehension regarding the drastic reduction in workload of these teachers.
4. **Diversion from main course:** There is apprehension that Ability Enhancement Compulsory Courses and Skill Enhancement Courses will get little attention from teachers and students and will remain as mere formality. Similar trends are already prevalent in EVS paper.
5. **Difficulty in finding Experts:** For Ability enhancement and Skill enhancement papers, it will be difficult to find Experts. Making experts available as per needs of college time table & students' availability is a big question.
6. **Lack of adequate infrastructure:** CBCS encourages teaching through projects, Hobbies & Case studies. There is lack of **resources**-Human as well as Physical /infrastructure for imparting training in projects & hobbies. A majority of colleges and departments in universities do not have adequate

infrastructure to facilitate this, including smart boards, projectors, access to computers and Internet and storage space for projects. It will call to increase the infrastructure to house or accommodate the students' needs.

7. **Difficulties with Grading System:** Accepting grade points in subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that determination of individual ranking is not possible by merely referring grade points and letter grades. Moreover, Grading System has its own limitations.
8. **Lack of Uniformity in implementation of Credit System:** There are disparities in implementation of credit system at university/college level which would certainly affect mobility/credit transfer. Mobility or transferring of students from one institution to another one would be problematic. Different nature and standard of institution will force problem in maintaining the equality in terms of mobility of students as everyone would desire to move from sub standard institution or university to standard one.
9. **Lack of Academic advising:** There is a cafeteria of choices but how do you know which combination works best? Students may face dilemma in choosing the subjects due to their inexperience in predicting future demand. Most of the faculty members are unable to advise students on the credits to choose out of available options. Academic advising is a key component of successful CBCSs and most Indian institutions/ faculty members have little experience in this area.
10. **UGC list of disciplines is incomplete:** UGC list of disciplines and courses is not exhaustive. Some important subjects like Physical Education and Fine Arts are not included in the list of disciplines/ courses to be covered under CBCS.
11. **Maintaining compatibility:** For the institutions, the number of students in a give class is not constant due to the fact that students can take any subject in any college for a given course. Offering various programmes of different nature simultaneously and maintaining compatibility among main subject's papers and soft papers would be challenging one.
12. **Problem of indiscipline:** Problems of indiscipline may be experienced as full liberty or choices of students are given maximum importance.

13. **Variations in Work load:** Extra burden would be experienced by faculty members of few subjects as CBCS has the flexibility in taking or choosing credits. Mastery over concerned subjects would be hampered.
14. **Chances of subjectivity in Evaluation:** Seriousness of students will get reduced from the examination as much weightage is given to continuous or internal assessment and evaluation. Chance of subjectivity would be maximum, as internal evaluation has 40 % weightage.

Suggestions

In view of challenges to CBCS implementation, the investigators propose following suggestions:

1. As the system is going to be more diversified after implementing CBCS, there is dire need to provide greater autonomy to colleges to deal with issues regarding course/subject options and conduct of examinations especially for Non CGPA Courses.
2. The stakeholders should be oriented to pros and cons of the CBCS.
3. In order to compensate the deficiency in knowledge of languages, the English and Hindi should be kept at par with other core papers in terms of number of credits.
4. A common pool of experts may be created at nodal level for imparting training in various skills for the Skill Enhancement Courses.
5. Physical infrastructure of the colleges/institutions needs enrichment so, state of the art, teaching - learning aids should be made available at institutional level.
6. Problems relating to inter-institutional mobility need to be taken into consideration and suitable measures be devised for the purpose.
7. The scope for manpower requirements in consonance with future job trends need exploration and constant updating of curricula accordingly.

Conclusion

The concept of CBCS and Semester system in higher education in India has been the outcome of a response to overcome limitations of the long existing British introduced system of education which resulted into over production of unemployed youth, indiscipline in the academic environment, low motivation and a host of other miss-matches. But the existing variability and differences between Central University, State University and Colleges in terms of efficient teachers, academic environment, infrastructure etc. would pose problem in the successful

implementation of it. Therefore, its effective implementation calls for organizational support, both human and physical, shifting traditional teaching style of Indian Universities, total devotion and commitment of all the stakeholders.

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Impact of Pre School Education On The Social Development Of Children

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Introduction

Pre- School is an early childhood program in which children combine learning with play in a program run by professional trained adults. Children are most commonly enrolled in pre school between the ages of three and five, though those as young as two attend some schools.

Pre –School children are generally referred to children who are between ages of three to six years. These early years are very important because on them rests is the entire span from childhood to old age. This is the time when children need to get correct guidance and help for proper growth and guidance. A child is full of energy and they should have to give opportunities to release their energies creativity and to express their talents and inclination constructively children have their own peculiar needs, their own unique capacities and above all their own childhood life to live and enjoy.

For young children, every experience present a learning opportunities. They learn from their nearby environment, everything they see, do, hear, feel, smell and taste. They are very curious about their surroundings and always ready to interact with everyone and everywhere they go.

Early childhood education preschool offers a range of benefits to children, as well as to their families and their communities. In a recent report, childhood education specialist said that preschool children learn best when they interact with their peers, receive kind treatment from their parents and educators, and don't feel pressured to learn.

Now a days, there are great important relating to the pre- school education. The term pre- School education usually refers to the arrangement of education before school-‘ School’ being understood as compulsory schooling which begins in most countries at the age of six years. Broadly speaking, the concept of pre- school covers the period of the child's life from birth to formal entrance into the public school system.

Pre-school education has included children of both Nursery school and Kindergarten age, with the nursery school theoretically serving younger children

and the kindergarten's five years old. Actually no such democratic are valid since there is a lot of overlapping between the nursery school and the Kindergartens.

According to the Kothari commission (1964-66) the objectives of the pre-school education may be spelt out as follows:

- (1) To develop in the child a good physique, adequate muscular co-ordination and basic motor skills.
- (2) To develop in the child good health habits and to build up basic, skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning etc.
- (3) To develop desirable social attitudes and manners and to encourage healthy group participation and making the child sensitive to the rights and privileges of others.
- (4) To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions.
- (5) To encourage aesthetic appreciation in the child.
- (6) To stimulate intellectual curiosity and to help him understand the world in which he lives and to foster new interests through giving opportunities to explore, investigate and experiment.
- (7) To encourage independence and creativity by providing the child with sufficient opportunities for self expression.
- (8) To develop child's ability to express his thoughts and feelings in fluent, correct and clear speech.

The importance of this objectives is accepted in the field of education.

Keeping mind in the importance of pre-school education on the social development of children the investigator try designed the following objectives

- (1) To find out the differences, if any in the behavior of boys and girls so far as their social development is concerned. .
- (2) To find out if there any differences between pre school going children and non-school going children

Hypotheses of the study:

Based on the above mentioned objectives following hypothesis have been formulated-

1. Play way method gives a positive impact in the socialization of pre-school child.

2. Pre-school going children shows more activeness in the social context.
3. There is a significant difference between pre-school going children and non going children
4. There is relationship exist between parents role at home and the social development of children.

Methodology

In any research project any discipline, research methods play a very important role for systematically solving the research problems. Success of any type of research work depends mainly upon the selection of appropriate methods and tools for the study .Effectiveness and the value of a research method depends upon the purpose of the work and the conditions to be met and it always depends upon the purpose of the work and conditions to be met and it always depends upon the nature of the problem selected and kinds of data necessary for its solution. Although a various classification of research methods are available, three methods namely historical method, descriptive method and experimental methods are generally used to conduct research project.

The present study was designed to study and evaluate the impact of pre school education on the social development of children, falls under the descriptive method of educational research to investigate, describe and to interpret the collected data.

The present study has been undertaken to find out the impact of pre- school education on the social development of children (3-6 years). In this context the investigator has made an attempt to observe the inter-relationship between the pre-school education and the social development of children. Therefore, the present study falls under the category of causal-comparative studies.

SAMPLE

For the present study, 100 students ranging from the age group of 3-6 years selected by using random sampling technique. Out of which 50 children were drawn from a population attending pre-school from 10 schools and 50 children from a non-school going population .The number of the two sexes-Boys and Girls were kept equal in both the groups.

TOOLS USED - In the present study the following tools were used to collect data-

1. 3 self of prepared observation schedule-
 - (i) Observation schedule for the investigator.
 - (ii) Observation schedule for the Teachers

(iii) Observation schedule for the parents.

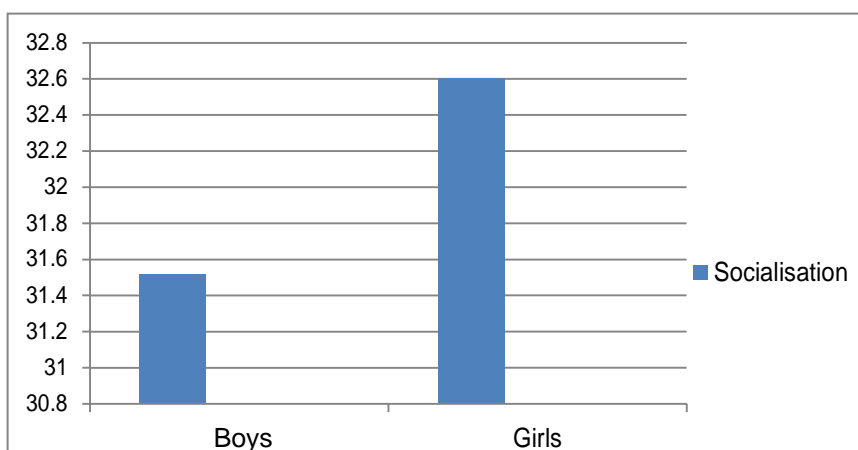
2. Interview (for teachers and parents).
3. Personal information sheet for each child.

ANALYSIS OF DATA-

According to the Objective no. 1 below mentioned data are gathered.

Comparison of mean, SD and significant level between boys and girls of School going children

Gender	Number	Mean	S.D.	t-test	Significant level 0.05 level
Boys	25	31.52	3.15	2.12	Not significant at 0.01 level
Girls	25	32.60	2.30		

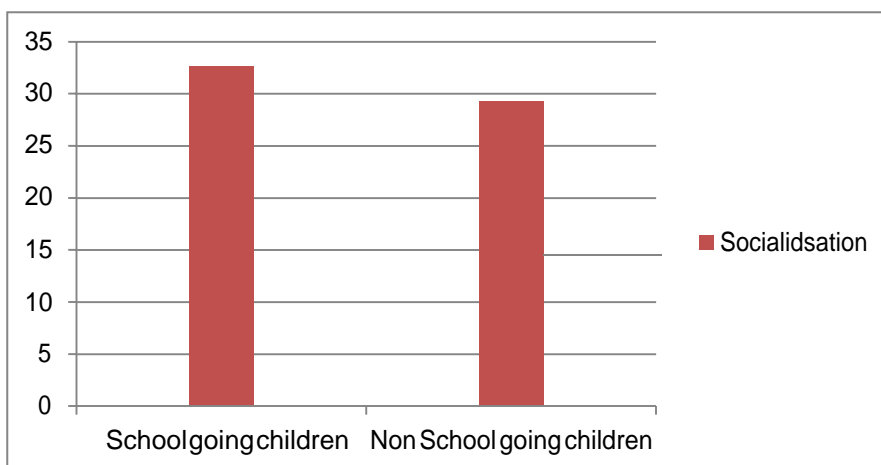


FINDINGS

From the above table and graph we

According to objective no. 2

	Number	Mean	S.D.	t-test	Significant Le
School going children	50	32.60	2.30	2.38	Not significant at 0.5 level
Non school going Children	50	29.26	3.86		Significant at 0.1 level



Conclusion and Suggestions

In the present study the investigator had made an attempting to find out the role of pre-school experiences in the acquisition of socialization by children. On the basis of the findings of the study the investigator draws the following conclusions-

1. Pre- school attendance fosters the social development of children.
2. There is a significant difference between school going boys and non school going boys regarding social development.
3. There is a significant difference between school going girls and non school going girls regarding social development.
4. In some developmental aspects boys have shown slightly better results.

On the basis of the study the investigator forwards the following suggestions-

- In spite of the rapid expansion of pre- primary schools most of the students are still deprived from pre school.
- For harmonious development of the children, parents and teacher have to take prime responsibility by maintaining a cordial relationship with each other and also by establishing Parent- Teacher Associations as well as mother's welfare associations in every school.
- The pre-school institutions must be able to offer a unique environment for proper and correct social development to the young children. More scope for interaction with other children, teachers and scope for free expression of feelings provided to the children in the school.

It may be stated that attending pre-schools with adequate facilities and good programmes definitely plays a prominent role in social development of children. Pre-

school education has a great value regarding the all round and harmonious development of child to make him/her a perfect future citizen. Therefore pre-school education should be made universally available not only to the privileged children of the community but to the children of the weaker section of the society and those belonging to the lower income group. To provide a strong foundation for future higher education pre-school education must be strengthened and made free and compulsory in the educational system.

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Intrapersonal Intelligence Among IX Standard Students in Kerala

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ABSTRACT

Swami Vivekananda's idea of education was one by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet. Education should give a strong base to both the mental and psychological aspects of a child. Schools have always given more stress in developing and improving the linguistic and mathematical intelligence of the child. The child loses touch with himself once he grows up and finds helpless to deal with his own self. Being an introvert is always mapped to higher intrapersonal intelligence but strengthening the intrapersonal intelligence during school years will help a child to learn the art of introspection which in turn will positively benefit his identity and personality. This idea led the researcher to conduct a study on the aspect of Intrapersonal Intelligence among students. The sample selected for the study were IX standard students from three districts of Kerala. Stratified Random Sampling method was used in the study. Findings revealed significant difference in the mean scores of Intrapersonal Intelligence among IX standard students based on gender and type of school management whereas no significant difference was observed based on locale.

KEY WORDS: Multiple Intelligence, Intrapersonal Intelligence, Introspection

INTRODUCTION

Intelligence is the capacity of an individual to rationally think, purposefully act and effectively deal with the environment. Merely bookish learning is not intelligence but it reflects a broader and deeper capability for comprehending one's surroundings and plays an important role in the harmonious development of an individual's personality. Seven types of Intelligences are proposed by Gardner's Multiple Intelligence theory. Intrapersonal Intelligence forms the part of Howard Gardner's theory of multiple intelligence. It enables a learner to understand oneself and develop his unique abilities which could empower the learner to have a greater self-esteem and enthusiasm. The literal meaning of intrapersonal is "look within". Intrapersonal intelligence is synonymous with self-awareness or introspection. The basic quality of those having interpersonal intelligence is that they are usually

intuitive and quintessentially introspective. They usually can figure out their own feelings, motivation and goals. Not only this they also find it easy to help others understand themselves. Education in the current situation has been globalised. Technological advancements have enabled the learners to have information at their fingertips. In this quest of technological improvement of education, stakeholders have somewhere marginalized the importance of intrapersonal intelligence among students.

We are a part of a society where in we are called social animals. An individual needs to be adept with his or her reality and individuality. In the rat race of achieving the best, students are not taught to understand themselves and introspect their own identity, a true but bitter truth of the educational scenario of the present.

NEED AND SIGNIFICANCE OF THE STUDY

According to Gardner's theory of multiple Intelligence an individual has basically seven types of Intelligence. Some types are very well developed some are not. Students of today's generation have a lot of freedom as compared to a decade ago. With this freedom comes a great responsibility of knowing and understanding one's worth for oneself and for society. To know one's worth and identity should be the prime focus and aim of education which is in fact ironical with the ground reality of today's education. Everyone is concerned about a child's achievement in school. Achievement maybe in terms of number but given an opportunity no child wants to compare him to others in terms of numbers. The researcher felt the need to understand Intrapersonal intelligence among students an area which has not been dealt within the field of research to that extent. Understanding the child in terms of his Intrapersonal Intelligence would help the teacher to incorporate a more inclusive approach to teaching.

STATEMENT OF THE PROBLEM

Theory of multiple intelligences argues that all individuals are able to understand their surroundings through various types of Intelligence viz. language, logic, spatial representation, musical thinking, mind and body. Pedagogy with prime focus of Intrapersonal Intelligence can help the teacher to assess the strength and weakness of the student and shape their thinking skills through well-developed intelligences. The present study focuses on the Intrapersonal Intelligence of IX standard students in Kerala with reference to gender, locale and type of school management. Hence the present study is stated as Intrapersonal Intelligence among IX standard students in Kerala.

RESEARCH QUESTION

The researcher wanted to find an answer to the question:

- Do the IX standard students based on gender, locale and type of school management differ in their Intrapersonal Intelligence?

OBJECTIVES

- To find out whether significant differences exist in the mean scores of Intrapersonal Intelligence among IX standard students based on gender, locale and type of school management.

HYPOTHESIS

- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their gender.
- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their locale.
- There is no significant difference in the mean scores of Intrapersonal Intelligence among IX standard students with respect to their type of school management.

TOOLS USED

Research depends mostly on the nature of the tools and techniques used. Use of a valid and reliable tool for data collection guarantees the generalization of the results. In the present study Multiple Intelligence Inventory (Avdhesh and Bhavishya 2014) was used. The inventory has 8 parts with 10 items in each part. Investigator used the Intrapersonal Intelligence subpart from the inventory for the present study.

SAMPLE OF THE STUDY

The sample of the study comprised of 560, IX standard students from Alappuzha, Kollam and Pathanamthitta districts. Stratified random sampling technique was used in this study.

ANALYSIS AND INTERPRETATION

HYPOTHESIS 1

There is no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on gender.

TABLE 1

Data and Results of The Test of Significance of Difference between Mean Scores of Intrapersonal Intelligence for Subsamples Based on Gender

Gender	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Girls	263	4.007	1.867	1.028	0.157	6.528*	0.718	1.337
Boys	297	2.979	1.849					

* significant at 0.01 level

Discussion of results

The absolute 't' value for the difference between the mean scores of Intrapersonal Intelligence of boys and girls is found to be 6.528 which is greater than the table value of 2.58 at 0.01 level. This indicates that the difference between the mean scores of Intrapersonal Intelligence is significant and the difference cannot be attributed to chance. The 95% confidence interval indicates that the difference between the population mean scores of Intrapersonal Intelligence based on gender can lie in the range of 0.718 and 1.337 with a probability of 0.95. Thus, there exists a significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on Gender.

HYPOTHESIS 2

There is no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on locale.

TABLE 2

Data and Results of The Test of Significance of Difference between Mean Scores of Intrapersonal Intelligence for Subsamples Based on Locale

Locale	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Urban	333	3.566	2.030	0.176	0.166	1.061*	-0.150	0.502
Rural	227	3.390	1.851					

* not significant

Discussion of results

The difference between the mean scores of Intrapersonal Intelligence of students in urban and rural areas is found equal to 0.176. The absolute t value for the difference is 1.061 which is less than the table value of 1.96 at 0.05 level. Hence the difference between the mean score of Intrapersonal Intelligence is not statistically significant and can be due to chance. The 95% confidence interval indicates that the difference between the population mean of Intrapersonal Intelligence scores based on locale can lie in the range of -0.150 and 0.502 with probability of 0.95. Thus, there exists no significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on locale.

HYPOTHESIS 3

There is no significant difference between mean scores of Intrapersonal Intelligence among IX standard students based on type of school management.

TABLE 3

Data and Results of Test of Significance of Difference between Mean Scores of Intrapersonal Intelligence for Subsamples Based on Type of School Management

Type of school management	N	Mean	Standard Deviation	Mean Difference	Std. Error	t value	95%confidence interval of the difference	
							Lower	Upper
Govt	250	3.655	2.123	0.348	0.163	2.131*	-0.02	0.669
Aided	310	3.306	1.738					

* significant at 0.05 level

Discussion of results

The difference between the mean scores of Intrapersonal Intelligence of students in government and aided schools is found to be 0.348. The absolute t value for this difference is 2.131 which is more than the table value of 1.96 at 0.05 level. Thus, the mean difference obtained is statistically significant at 0.05 level. The 95% confidence interval indicates that the difference in mean scores of Logical–Mathematical Intelligence of students in aided and government schools will lie between -0.02 and 0.669 with a probability of 0.95. Thus, there exists significant difference between the mean scores of Intrapersonal Intelligence for subsamples based on type of school management.

MAJOR FINDINGS

- Significant difference was found between the mean scores of Intrapersonal Intelligence among IX standard students based upon gender.
- Mean scores of Intrapersonal Intelligence for IX standard students was higher for girls than boys.
- There exists no significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based on locale.
- The mean scores of Intrapersonal Intelligence for IX standard students was higher for students from urban areas than rural areas.
- There exists a significant difference between the mean scores of Intrapersonal Intelligence among IX standard students based upon type of school management.
- Intrapersonal intelligence for IX standard student was higher for students studying in Government schools than the students studying in government aided schools.

EDUCATIONAL IMPLICATIONS

Intrapersonal intelligence can be understood as introspection and self-reflective capacities as well as having a deep understanding of self. The students having Intrapersonal Intelligence are effective self-directed learners and are aware of their own strengths and weaknesses. Skill games as well as self-guided projects are great ways to stimulate such an intrapersonal learner. They have a strong sense of fairness. In order to involve them teacher should connect concepts to their life for better understanding. The students spend the most productive phase of their life in schools. The stakeholders in the field of education should focus on the wholesome growth of individuals rather than overloading them with information and then testing them with standardized tests. Students irrespective of the background should be trained to know themselves better. They should be taught to be mindful in every aspect of life to understand others better and education should help them to better understand their own self.

CONCLUSION

Every child is unique. No child is less capable than the other. Everyone has the ability and the capacity to survive. Schools should provide a platform for an overall growth of the child. The best gift we can give the child of this technological advanced world is the art of introspection. Enabling the child to learn about mindful meditation and training them to be mindful can help the child to be in sync with his

inner self. It will help the child to realise the higher motives of his life and achieve a positive well-being.

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Effectiveness of Yoga in the Management of Stress Among Students

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INTRODUCTION:

Health is a multi dimensional phenomena. The level and distribution of income, social and cultural practices, perceptions regarding health and illness, and the choice of technology have great influence on the physical and mental health status of a society. Student's health is a crucial component of general health in a developmental approach. It is said that health is wealth and it is an indispensable quality of a human being. Health in a broader concept includes physical, social and mental health. Mental health has been reported as an important factor influencing an individual's well being.

Mental health stands for the health of the mind. Carter V. Good (1959) in Dictionary of Education has termed mental health as "the wholesomeness of the mind" analogues of the wholesomeness of the body implicit in physical health. Accordingly, mental health is concerned with the health of one's physical organs and their functioning.

Mental peace and stability are the major attributes of sound mental health. Worry of modern life directly affects man's mental health. Sound and positive mental health is possible only in the absence of tensions, stress and strain of life. Positive mental health is a treasure which is characterized by calmness, cheerfulness and happiness. People should try to qualify in all attributes of total positive mental health. A mentally healthy person is supposed to process an integrated personality and balanced behavior identified on the basis of the level of his adjustment to his self, others and environment. However, there is nothing called perfect mental health. There fore, it is always better to strive for the optimum mental health in place of perfect mental health.

The term Mental health is used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. When we speak about positive psychology, we vie mental health as an individual's ability to enjoy life and procure a balance between activities and effort to achieve psychological resilience. So, mental health refers to a human's individuals emotional and psychological well-being. It is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet ordinary demands of everyday life.

A healthy Student is the backbone of a healthy society. But in our society still people neglect the health of students. There is a myth in the society that most of the students do not do work manually so they do not want much nutritious food. Now a days most of the students are suffering emotional upsets, tensions, anxiety, struggle for existence etc.

The need of the hour is to inquire deep into the roots of stress, prevalent among students and help them to acquire knowledge of 'Stress Management', to cope with their day today life, to help them to understand their position better with their varied responsibilities. Stress management is about understanding stress, recognizing its symptoms holistically and turning it into a positive force using a variety of tools, information and techniques. It will be very beneficial for the students to acquire skills simultaneously to cope with institutional pressure and home study. Stress is an unpleasant state of mind brought on by a situation which is difficult to short out and in addition juggling time between institution and home.

OBJECTIVES OF THE STUDY:

1. To study the different types of stress experienced by students in relation to Educational Institution.
2. To make a comparative study of the effectiveness of Yoga in the management of stress among students.
 - A) Who practiced Yoga and
 - B) Those that did not practice Yoga

H1- There exist different types of stress of students.

H2- There exists no significant difference between the effectiveness of Yoga, in stress management, among students: A) who practiced Yoga B) those that did not practice yoga.

DELIMITATIONS OF THE STUDY:

The present study is delimited to the following

1. The Study is delimited to Kakching District of Manipur.
2. It covers the Students of ranging from 15 to 25 years.

METHODOLOGY:

The present Study is designed to study the effectiveness of yoga in the management of stress among the students which fall under the Descriptive Method of Research. The investigator made use of 'Descriptive Survey Method' of research, which helped to study the different stress- related factors in Students and effectiveness of Yoga in stress management among students.

SAMPLE:

The sample strength of students are 60, out of which 30 students practice Yoga and 30 did not practice Yoga.

TOOLS USED FOR DATA COLLECTION:

The major tools used in this study were

1. Questionnaire
2. Structured Interview Schedule

DATA COLLECTION:

Primary as well as secondary data were collected for the statement of various parameters according to the objectives of the present study. The investigator adopted a systematic procedure for collecting essential data for realizing the objectives.

ANALYSIS AND INTERPRETATION OF DATA:

After collecting the research data and analyzing it, the researcher proceeds to the interpretation of the results.

MAJOR FINDINGS AND CONCLUSION:

A. Students Experienced Stress

Stress is the modern killer disease that had sapped students of their vitality and destroyed the quality of human life. The modern world with its aggressive attitude and competitive environment had put student in a state of stress. Stress not only sapped students of their energy but also destroyed the joy of life. The present lives lead by student is totally stress-ridden and it is really unfortunate that students lead a life that is so pitiable.

B. Students Experienced Different types of Stress

In the present day scenario student's mind is trapped by desires, multiple worries and countless duties. Everyday they have to face a number of challenges and obstacles making them experience stress which ultimately creates negative feelings. There are different types of stress that students experienced in their day today life-

- a) Institutional Stress
- b) Physical Stress
- c) Emotional Stress
- d) Social Stress
- e) Fear Psychosis

- f) Phobic Anxiety
- g) Role Conflict

C. Stress is more significant at the age of 15 to 25 of Students

The study revealed that the students between the age group of 15 to 25 were more stressed because of uncertain future, pressure of study, adjustment in family as well as society etc.

It is clear from the study that stress had a direct effect on both physical and mental health of students. And a disturbed, depressed, agitated, dissipated mind cut at the root of their satisfaction, since satisfaction is one criterion of a healthy mind.

Now a days parents are also very ambitious that is why students are suffering more stress in their day today life. Besides institutional study they have to attend extra coaching classes for entrance test in a particular field, again though there are multiple choices in front of students now days as well as they have also to take more work loads in their brain.

D. Different types of Strategies were adopted by Students Stress Management

The following were the different types of strategies or coping skills adopted by students in stress management-

- Shout and cry
- Throw temper tantrums
- Hurt oneself(have drugs, alcohol, smoking etc)
- Speechless and quiet
- Read Books
- Watch movies.
- Listen to music
- Practiced Yoga

CONCLUSION:

It has been observed that students does suffer from stress. Most of the causes were institutional as well as family pressure. When this increasing stress was not managed properly, it caused a number of negative feelings such as rejection, depression, stress which in turn lead to health problems. Stress had a lot of negative effects, but when handle properly it could be managed.

Yoga bestowed students with relaxation, as an immediate goal that was so essential in this stress-age. Yoga is a cure for many psychological and physical problems and illness. It is a practice that brought great personal benefit to students

in the form of better awareness, understanding, energy, health and general well-being. It empowered their self confidence and helped them to make sense of their lives. Yoga also involved quieting the mind. It is that state where the mind becomes calm, quit and serene, and the nervous system become relaxed.

The study had led to the finding that practice yoga has helped students to cope with stress. Practice Yoga has helped students not only for their individual liberation from stress but it has also equipped them with determination, whereby they could satisfactorily do their job .

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Implementation of Grade 8 Science Curriculum in Bangladesh: Teachers Class Performances

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ABSTRACT

A mixed method research design was employed to assess the science teachers' class performance in contrast to the requirements of Science Curriculum 2012 at Grade 8. The population of this study was the Grade 8 Science teachers. Survey questionnaire, semi-structure interview schedule and observation checklist were used. Descriptive statistics and inferential statistics were used. Thematic categories for commonalities were used and coding was used. Teachers have serious limitations in understanding Grade 8 Science curriculum and in applying its instructions in the learning process. Lecture being the principal method used in delivering lesson. Teaching practice indicated that teachers entered into the classrooms without adequate preparation. Most of teachers were readout the textbooks. Teachers' readiness and school's preparation should be made before the implementation of new education program. There should be policy guideline to develop professionalism among teachers. Training should be designed and conducted on the basis of teacher's needs.

Key Words: curriculum, Grade 8, teaching science, implementation.

Introduction

Curriculum implementation process involves helping the learner to acquire knowledge and experience. Mkpa (2007) describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Therefore, putting the curriculum into operation requires an implementing agent and teacher is the agent in the curriculum implementation. Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. Labane (2009) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. According to Fullan (2007), this requires a change in their beliefs, teaching approach and use of materials. Research indicates that teachers require a thorough understanding of the meaning of educational change before there is an acceptance and adoption of new program and approaches. Brain, Reid and Boys (2006) agree that the success of any education policy depends

on how the practitioners, namely the teachers, accept the mandated policy and adopt the desired practices. According to Sariono (2013), the most important factor in the implementation of curriculum is the readiness of the implementers of the curriculum. No matter how good the curriculum used, it depends on the readiness of teachers to implement them (Febriya & Nuryono, 2014). Afangideh (2009) describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Ummah (2013) argued that the competence is a set of knowledge, skills, and behaviors that teachers should have, internalize, control and realize in carrying out their professional duties shown from their work. The role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. A significant shift took place in the revised National Science Curriculum 2012 at Grade 8 in Bangladesh in the areas of contents, pedagogy and assessment (Hossain, 2015). Rahman and Begum (2012) showed that, in Bangladesh, teachers are facing problems in explaining the science content, in providing real life examples in linking the principles of science with real life examples and, in providing current ideas regarding science content. The Ministry of Education in Bangladesh arranged two in-service trainings, one was Curriculum Dissemination Training (CDT) and other was Practical Science Teaching (PST) training, for enhancing teachers' competences to cope with the requirement of National Curriculum 2012.

Objectives of the Study

Keeping the teachers in the center, this study examined and documented the state of classroom competence of Grade 8 science teachers. The following specific issue was explored.

1. Grade 8 science teachers class performance in contrast to the requirements of Science Curriculum 2012

Method

This study employed a mixed method approach because of the nature of the research problem. A mixed-method approach provides rich and comprehensive data, because data from one source could enhance, elaborate or complement data from the other (or another) source (Creswell, 2005). Biesta (2012) explains that a qualitative-quantitative research design helps “to generate interpretive understanding that is giving an account of why people act as they act, where quantitative information can be added to deepen the interpretation and provide a more robust confirmation of the understandings acquired through the collection of qualitative data” (p. 149).

Population, sampling techniques, sample size and instruments

The population of this study was the Grade 8 Science teachers. Secondary schools were identified in terms of their locations and financial types. In terms of location, schools were classified as rural schools and urban schools. In terms of financial status, schools were classified as Government (Govt.) schools. MPO schools (Govt. aided) and Self-Financed (SF) schools. Random sampling technique and stratified sampling techniques were used for selecting survey sample. A purposive sampling technique was employed in selecting teachers for interview and class observation. Total sample size was 392(320 survey teachers, 24 interview teachers and 48 class activities of Grade 8 science teachers). Survey questionnaire and semi-structure interview schedule and Observation checklist were used. Tools were piloted.

Data analyses

Survey data was analyzed by using SPSS 21.0 versions. The quantitative analysis focused on providing descriptive statistics and establishing statistically significant relationships between the variables. Thematic categories for commonalities were used and coding was used. Triangulation techniques were used to combine all sorts of data using thematic approach.

Result

In view of identifying the techniques usually used in classroom by the survey teachers, 10 teaching-learning techniques were designed and offered to respondents. Among the 10 strategies, numbers 1, 4, and 6 were teachers centered and numbers 2, 3, 5, 7, 8, 9 and 10 were student centered. Each of these strategies was categorized into four possible options. These options were Always Used (AU), Sometimes Used (SU), Rarely Used (RU), and Never Used (NU). The scores for these four possible responses were 4 for AU, 3 for SU, 2 for RU and 1 for NU. Hence, scores above 2 indicates positive response in favour of the statements and scores below 2 express negative responses against the statements. Independent-samples t-test and ANOVA were used at the .05 level of significance.

Table 1

T/L strategies used by rural and urban teachers

Sl. No.	T/L Strategies	Teacher		Mean	Std. D	Sig. (2-tailed)	Remarks
1.	Continuous lecturing	Rural	188	2.54	.955	.004	S
		Urban	85	2.18	1.002		
2.	Use past experience' and link it with new lesson	Rural	189	3.74	.517	.845	NS
		Urban	88	3.73	.562		
3.	Use of real-life examples	Rural	188	3.65	.532	.525	NS

Sl. No.	T/L Strategies	Teacher		Mean	Std. D	Sig. (2-tailed)	Remarks
		Urban	88	3.69	.554		
4.	When students ask questions, I myself give the answer	Rural	190	3.42	.750	.021	S
		Urban	86	3.19	.847		
5.	Allow wait time to respond to a question or solve a problem	Rural	188	3.48	.607	.259	NS
		Urban	87	3.57	.640		
6.	I demonstrated the practical before the students	Rural	187	2.95	.788	.699	NS
		Urban	87	2.99	.934		
7.	Engage students in work	Rural	189	3.44	.630	.024	S
		Urban	87	3.62	.595		
8.	Engage students in making low cost and no cost learning aids	Rural	190	3.07	.810	.343	NS
		Urban	87	3.16	.608		
9.	Students' visit outside classroom to observe real life situation	Rural	187	2.61	.785	.556	NS
		Urban	88	2.67	.827		
10.	Students' engagement in affective domain activities	Rural	189	3.20	.785	.265	NS
		Urban	87	2.67	.827		

Table 1 shows the positive views of the research participants in favour of the statements. Both rural and urban teachers were the regular users of student centered teaching strategies (items 2, 3, 4, 5, 7, and 8). On the other hand, these teachers were sometimes users of teacher-centered teaching techniques (items 1 and 6). This table further discloses that student centered technique mentioned in item 9 were not regularly used by rural and urban teachers. The same table also finds that although rural teachers' were used regularly item 10 but urban teachers were used sometimes item 10. Statistical significant difference was found in items (2, 3, 5, 6, 8, 9 and 10) but not statistical significant difference was found in items 1, 4 and 7.

Table 2

T/L Strategies Used by Govt. MPO and SF Teacher

Sl. No.	T/L Strategies	Teachers		Teachers views			
				Mean	Std. D	Sig.	Remarks
1.	Continuous lecturing	Govt.	29	2.07	.961	.010	S
		MPO	219	2.42	.985		
		FS	25	2.88	.833		
2.	Use past experience and link it with new lesson	Govt.	30	3.77	.430	.940	NS
		MPO	222	3.73	.552		
		FS	25	3.72	.458		
3.	Use of real-life examples	Govt.	30	3.83	.379	.186	NS
		MPO	221	3.64	.559		
		FS	25	3.64	.490		
4.	When students ask questions, I myself give the answer	Govt.	29	3.17	.759	.135	NS
		MPO	222	3.34	.813		
		FS	25	3.60	.500		
5.	Allow 'wait time' to respond to a question or to solve a problem	Govt.	30	3.60	.498	.119	NS
		MPO	220	3.53	.630		

		FS	25	3.28	.614		
6.	I demonstrated the practical before the students	Govt.	29	2.86	.953	.51 3	NS
		MPO	221	2.95	.841		
		FS	24	3.13	.612		
7.	Engage students in work	Govt.	30	3.60	.563	.14 2	NS
		MPO	221	3.51	.615		
		FS	25	3.28	.737		
8.	Engage students in making low cost and no cost learning aids	Govt.	30	3.17	.592	.43 2	NS
		MPO	222	3.11	.753		
		FS	25	2.92	.909		
9.	Students' visit outside classroom to observe real life situation	Govt.	30	2.70	.750	.57 0	NS
		MPO	220	2.64	.796		
		FS	25	2.48	.872		
1	Students engagement in affective domain activities	Govt.	30	3.03	.809	.64 9	NS
		MPO	221	3.17	.785		
		FS	25	3.20	.913		

Table 2 shows the positive views of the research participants in favour of the statements. These findings indicate that Govt., MPO and SF teachers were always users of most of the student centered teaching techniques mentioned in the items 2, 3, 4, 5, 7 and 10. On the other hand, these teachers were sometimes users of teachers centered teaching techniques mentioned in the items 1 and 9. This table further discloses that Govt., and MPO teachers were sometimes user of item 6 whereas SF teachers were always user of the same item. Govt., and MPO teachers were always users of item 8 whereas SF teachers were sometimes users of the same item. There was no statistically significant difference of opinion found among research respondents in all items except item 1.

Interviewed respondents acknowledged of using students-centered teaching learning strategies. Identifying students past experience, linked learning with situation to generate new knowledge, asking questions, group discussions were the major strategies usually used in class teaching. Although Science curriculum at Grade 8 emphasizes on applying investigation and project-based learning approach in classroom teaching but all teachers frankly admitted of not using investigation, and project-based learning and practical science teaching approach due to the limitation of understanding of these T/L methods. Teachers' statements revealed that teachers used very traditional teaching aids like chalk duster, textbook. Teachers did not use low cost and no cost teaching aids. All teachers recognized that they could not arrange field visit for students.

Observed Class Findings

In class observation, teacher-student activities and teachers' professional attributes were observed. Teachers' class performances were rated in three different

levels as ‘Satisfactory’, ‘Need Improvement’ and ‘Not done’. The classroom activities were classified by the ten indicators as intended in Grade 8 Science Curriculum 2012 and assessed in percentage.

Table 3
Teacher and Student Activities

Sl. No.	Indicators	Level of performance (%)	Observed Classes				
			Rural (33)	Urban (15)	Govt. (5)	MPO (39)	SF (4)
1.	Link students' prior knowledge to the content	Satisfactory	0	0	0	0	0
		Need Improvement	12.1	13.3	20.0	2.6	0
		Not Done	87.9	86.7	80.0	97.4	100.0
2.	Content explanation using real life examples	Satisfactory	0	0	0	0	0
		Need Improvement	9.1	20.0	20.0	5.1	0
		Not Done	90.9	80.0	80.0	94.9	100.0
3.	Students do practical work	Satisfactory	3.0	0	0	0	0
		Need Improvement	15.1	6.7	0	5.1	0
		Not Done	81.9	93.3	100.0	94.9	100.0
4.	Teacher demonstrate practical work	Satisfactory	0	0	0	0	0
		Need Improvement	12.1	26.7	20.0	17.9	0
		Not Done	87.9	73.3	80.0	82.1	100.0
5.	Provide task to lower order thinking	Satisfactory	0	0	0	0	0
		Need Improvement	69.7	73.3	60.0	74.3	75.0
		Not Done	30.3	26.7	40.0	25.7	25.0
6.	Provide task to higher order thinking	Satisfactory	0	0	0	0	0
		Need Improvement	0	0	0	0	0
		Not Done	100.0	100.0	100.0	100.0	100.0
7.	Provide task for affective learning outcome	Satisfactory	0	0	0	0	0
		Need Improvement	0	0	0	0	0
		Not Done	100.0	100.0	100.0	100.0	100.0
8.	Use of learning aids	Satisfactory	18.2	20.0	0	23.1	0
		Need Improvement	36.4	46.7	40.0	41.0	50.0
		Not Done	45.4	33.3	60.0	33.3	50.0
9.	Interactions	Satisfactory	15.2	20.0	20.0	17.9	0
		Need Improvement	21.1	26.7	40.0	20.5	25.0
		Not Done	63.7	53.3	40.0	61.6	75.0
10.	Continually assess students by using CA instruction	Satisfactory	0	0	0	0	0
		Need Improvement	0	0	0	0	0
		Not Done	100.0	100.0	100.0	100.0	100.0

Teachers-student's activities in relation to curriculum intentions were found very frustrating irrespective of schools' locations and schools' types. As seen in table 3, level of performance against the indicators reveal that teacher centric learning culture were prevailing at Grade 8 Science in contrast with the curriculum requirement. Most of the teachers did not identify student' prior knowledge and experiences and link it with new content although curriculum strongly emphasizes

it. Only a few teachers (12.1% rural, 13.3% urban, 20.0% govt. and 2.6% MPO) took attempt to use students' prior knowledge at dissatisfactory level. Most of the teachers, 90.9% (30) of rural, 80.0% (12) of urban, 80.0% (4) of Govt., 94.9% (37) of MPO and 100.0% (4) of SF, were found explaining the content without linking it with real life situation. Teachers explained content exactly as it was in the textbook. Only a few teachers 9.1 % (3) rural, 20.0% (3) urban, 20.0 % (1) govt. and 5.1 % (2) MPO, used real life situation which were not consistent with the learning outcomes. No SF teachers were found in using real life examples. Practical either done by students or demonstrated by teachers both was in severe gloomy state. Only 3.0% (1) of rural schools engaged students in practical work by meeting the level of expectation. 15.1% (5) of the rural teachers, 6.7% (1) of the urban teachers and 5.1% (2) of the MPO teachers engaged students in practical which didn't satisfactory level. No Govt. and SF schools were observed doing practical activity. On the other hand, no teacher was found successfully demonstrating the practical activity. Around 80% observed teachers didn't demonstrated practical work and no SF teacher was also found demonstrating practical work.

Around 80% irrespective of locations and types, engaged students in theoretical activities but none was found doing in expected level. Around two third teachers engaged students in group work with lower order thinking activities. Teachers did not engage students in higher order thinking activities. Problems were taken directly from the textbook Students copied the answer from the textbook and used textbook language. A significant number of teachers, 30.3% (10) rural, 26.7% (4) urban, 40.0% (2) govt. and 25.7% (10) MPO and 25.0% (1) SF, didn't engage students in hands-on activities. Only 3.0 % (1) rural teacher used learning outcomes correctly mentioned in the curriculum and gave appropriate activities to students. A few teachers, 12.1 % (4) rural, 26.7% (4) urban, 20.0 % (1) govt. and 17.9% (7) MPO, attempted to give activities to students were not relevant and consistent with learning outcomes. Activities around 80.0% were inconsistent with learning outcomes. Some teachers, rural 18.2 % (6) rural, 20.0% (3) urban, 23.1 % (9) MPO, used appropriate learning materials. Those teachers used locally collected materials such as flower, roots etc. No Govt. and SF teachers used appropriate learning materials. Around 40% observed teachers, irrespective of locations and types, didn't use appropriate learning materials. A large number of teachers, 45.4% (15) rural, 33.3% (5) urban, 60.0 % (3) govt. 33.3% MPO (13) and 50.0 % (2) SF, did not use any learning materials. Only a few teachers, around 10%, used writing boards. As seen in the table, only a few classrooms, 15.2% (5) rural, 20.0% (3) urban, 20.0% (1) govt. and 15.4% (6) MPO and 25.0% (1) SF, were rated as 'satisfactory' level of

performance regarding the interactions between teacher-students and students-students. In these cases, teachers used more time than students. They invited questions from students and gave answer to students. A significant number of classrooms, 63.7% (21) rural, 53.3% (8) urban, 40.0% (3) Govt., 61.6% (24) MPO and 75.0% (3) SF, were found in the observation where teachers were dominating in the classroom.

Teachers' professional attributes

Table 3 shows the frequency distributions of teachers' professional attributes and attitudes of observed teachers. The observed attributes were dressing, supervision, capacity to make classroom interesting, group making, allowing students' interaction and displaying energy and enthusiasm. Three-point checklists were used. These were 'Meet expectation' 'Satisfactory' and 'Need Improvement' and assessed in percentage.

Table 4

Teachers professional attributes

Sl. No.	Indicators	Level of Performance%	Observed Classes				
			Rural (33)	Urban (15)	Govt. (5)	MPO (39)	SF (4)
1.	Supervising students in a supportive manner	Meet expectation	0	0	0	0	0
		Satisfactory	24.2	26.7	40.0	25.6	0
		Needs Improvement	75.8	73.3	60.0	74.4	100.0
2.	Competency to make a class interesting	Meet expectation	0	0	0	0	0
		Satisfactory	30.3	46.7	40.0	35.9	25.0
		Needs Improvement	60.6	40.0	20.0	56.4	75.0
3.	Making group with diverse ability	Meet expectation	0	0	0	0	0
		Satisfactory	0	0	0	0	0
		Needs Improvement	100.0	100.0	100.0	100.0	100.0
4.	Allowing students interaction	Meet expectation	9.1	6.7	20.0	10.2	0
		Satisfactory	21.2	26.6	20.0	23.1	25.0
		Needs Improvement	69.7	66.7	60.0	66.7	75.0
5.	Displaying energy & enthusiasm	Meet expectation	9.1	13.3	20.0	7.7	25.0
		Satisfactory	24.2	26.7	20.0	25.6	25.0
		Needs Improvement	66.7	60.0	60.0	66.7	50.0

Table 4 shows that only around 25% of the teachers (both rural (8), urban (4) and MPO (9)) had provided satisfactory level of support to students, and attitudes of all SF teachers' attitudes had required to improve. Table also shows that around 75% of the observed rural (25), urban (11), MPO (29) teachers' performances were found in dissatisfactory level. In making classroom interesting, rural teachers were far behind than urban teachers. It is also seen that govt. teachers are ahead to MPO and SF teachers in making classroom interesting. Only a few

teachers (rural 7.7%, urban 13.3%, MPO 7.7%) found having ability in making classroom interesting. Only 30.3% of the rural teachers and 46.7% of the urban teachers were found in satisfactory level. Significant number of teachers (rural 60.6% urban 40.0 %, MPO 56.4% and 75.0%SF) showed poor performances in making classroom interesting. These teachers were seen delivering lectures most time by standing in the front of the classroom and the student were audience only. The common tradition, as found in classroom observation, in forming groups was that students sit face to face in two consecutive benches. Allowing students' interaction is a rarely found in during classroom observation. Although teachers didn't show themselves arrogant but their delivery ways and modes weren't in favor of interactive environment in class. A very few students raised question and interact with teachers and peers. Only 9.9% of the rural teachers and 13.3% of urban teachers were found very much energetic, lively and energetic throughout the lesson. I also found that 20.0% of the govt. teachers, 7.7% of the MPO teachers and 25% of the SF were extremely energetic, lively and enthusiastic. Around two third of the respondents under each category were found with poor performances in respect of energy and liveliness.

Discussion

Teachers' classroom performances in contrast with the intention of Science Curriculum 2012 at Grade 8 were found unsatisfactory. Although survey and interview findings indicated that a student-centered learning cultures were prevailing in all Grade 8 science classes but classroom observation revealed that traditional teacher centric teaching practice were dominated in science classes which was a big challenge in implementing Grade 8 Science Curriculum. Classroom observation has been to evaluate the quality of teaching provided and the consistency between the curriculum plan and the actual delivery of the material by teachers. The purpose of looking at implementation is to see whether there is a mismatch between intention and strategies followed. Babu (2016) reported that, in reality, almost every teacher was unaware of the curriculum and did not have the TG. He further added that half of the teachers sampled reported not preparing for classes. He mentioned that they prepared class by reading science textbook. Bablu (2016) further showed that the Science teachers need to study the subject matter given in curriculum and teacher's guide (TG) carefully prior to conducting lesson. Sarkar (2012) revealed that teachers found difficulties in conceptualizing many of the curriculum-identified values and consequently, found it difficulties to find, develop and implement suitable teaching approach to promote the values. Students' involvements in hands-on learning and in practical activities as prescribed in the

curriculum were found almost absent from the classroom teaching. Teachers spent most of their time in classroom by using traditional monotonous lecture. Most of the teachers read out from textbook in delivering their lessons. Classroom teaching contributes nothing to develop creative thinking and critical thinking among students. Classroom teaching did not help to develop scientific attitudes and values among students. Class teaching did not reflect the Science Curriculum intentions. These situations were prevailing in almost all schools irrespective of their locations and financial types. Teachers' presentation skills and professional attributes were also found unsatisfactory. Effective science teaching practice in school is a must to ensure good science education (Babu 2016). He argued that according to ideal teaching learning methods of science, students are expected to think rationally and solve problems in their daily life through science education. Science Curriculum 2012 mentioned that science cannot be learnt solely by reading textbook; therefore, science teaching through 'learning by doing' is strongly emphasized (NCTB 2012). Most of the teacher did not engage students in hands-on activities. Teachers engaged students in group work with lower order thinking activities very similar to BANBEIS (2014) report which stated that Science teachers do not help student to practice group discussion, group or individual work, activity and experiments.

Conclusion and Recommendation

Teachers had serious limitations in understanding Grade 8 Science curriculum and in applying its instructions in the learning process. Lecture being the principal method used in delivering lesson. Teaching practice indicated that teachers entered into the classrooms without adequate preparation. Most of them directly readout the contents from the textbooks and were hardly comfortable in delivering the lessons. Teachers' readiness and school's preparation should be made before the implementation of new education program. Teachers should have regular in-service training opportunities. In-service training should be designed and conducted on the basis of teacher's needs. Inadequate and ineffective training can be a potential barrier to curriculum reform implementation. According to O'Sullivan (2002), in order to ensure successful and effective implementation, the professional support given to teachers need to be given careful consideration.

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GENDER AS SOCIAL CONSTRUCT AND EDUCATION IN INDIA

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ABSTRACT:

A person is considered literate if he/she can read and write a simple message in at least one language with understanding, there is difference between being literate and level of education of different genders. Education in India based on NSS 71st round highlights an important issue of how different social groups have different literacy rate in different Indian states and variation of completed level of education in Indian states in relation to gender. This leads to result that we derive that how there is disparity in attained education of each social groups (gender) in Indian states. Education is empowerment and the variation between different social groups show that how disparity should be addressed.

INTRODUCTION:

Completed level of education that is highest level of education that one has attained. If a person can read and understand in a language then that person has been considered as literate. For policy targeting the social groups (here gender has been considered) as have been separated in different states emphasise not that certain groups have to be separated from other groups for special consideration (Helene Moussa's The Social Construction of Women Refugees (1992)) . In Indian context this means that different genders have to be categorised separately for policy targeting. Males and Females have to be given separate status and importance. Education is the tool which decreases the disparity by empowering social groups with education. There is difference between being literate and the level of education that one has. Disparities within states in different social groups. Another aspect which is highlighted here is how same social groups namely male and females have disparities in same social group in different countries. The analysis groups data according to gender.

ALL INDIA LEVEL OF COMPLETED LEVEL OF EDUCATION:

First to have intricate level analysis an all India based on Gender. The analysis has been done without considering gender. Disparities come on at later level as number of male and female with different level of completed education comes into picture.

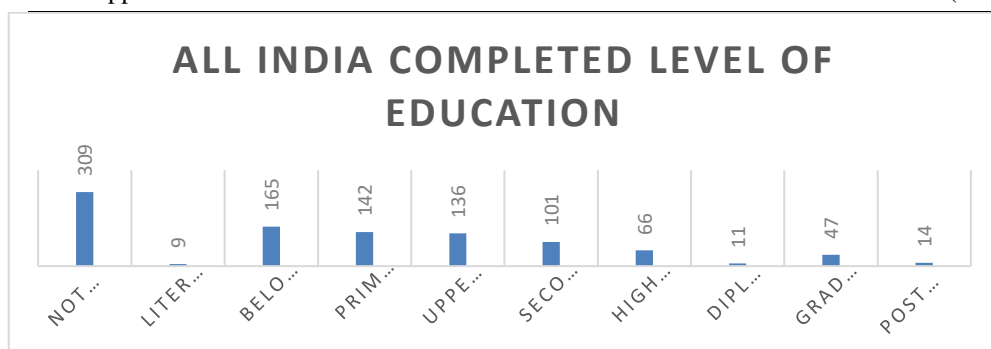


Fig1.

Source: Author's computation based on NSSO data

Still most of the Indians are not literate. Literacy without schooling has lowest number showing that the culture can be associated with illiteracy. Diplomas and Post Graduate courses should be given importance if human capital in country has to be built.

MALE LITERACY AS A SOCIAL CONSTRUCT:

I am considering here different social groups that is gender. The variation between a social group that is gender in different states is apparent. In case of not literate males Bihar has 325 illiterates per thousand and Kerala the least with 106. With standard deviation of 65.24. Tripura has 38 literate people without schooling whereas Lakshadweep has 0 such males. This shows that Tripura has a culture of education more than any other state. Meghalaya has maximum number of male who are literate below primary that is 282. Goa has least number of males who are literate without schooling. Primary education policy in case of males has been most successfully imparted in case Assam with 215 literates out of thousand. A north-eastern state Manipur has lowest number of primary educated males per thousand. Implying that disparity exists between different state in same region which has to be addressed. Mizoram has highest number of males 265 in higher primary education and Telangana has least 97. In secondary education Madhya Pradesh has least number of males that are secondary educated and Lakshadweep where nobody is literate without schooling has highest number of males per thousand. Chandigarh has most number of higher secondary literates and Odisha has least number in higher secondary education. It has been so many times highlighted in education policy that India requires diplomas not degrees but still only 4 people have diplomas in Delhi and Assam, whereas Goa has highest number of diplomas 105 in country. Delhi has highest number of graduates in the country that is 180 and Tripura has least 27. Surprisingly Daman and Diu which does not have a post graduate college have highest number of post graduates a figure of 96 is indeed surprising. Lakshadweep has lowest with just 2 males per thousand who are post graduate and above.

FEMALE LITERACY AS SOCIAL CONSTRUCT

Rajasthan has highest number of not literate female in the country with nearly 50% of female not literate. Kerala has least with 124 females not literate in the state. In case of variable literate without schooling Chandigarh has 31 number of females and Puducherry has lowest number with just 1 female literate without schooling. Below primary education shows highest number of females in Meghalaya with 293 females. Goa has least number of below primary educated females numbering to 88 per thousand. As per as primary education is concerned Dadra & N. Haveli has least number of 79 literate females in the country and Lakshadweep has highest number 207 female literates. Mizoram has highest number of upper primary educated females and Andhra Pradesh has least with 77 females educated up to upper primary level. Secondary educated females are highest and lowest in number in case of Daman & Diu and Dadra & N. Haveli respectively with 228 and 44 females. Two U.T governed by same body are showing such a high discrepancy. In case of higher secondary education Chandigarh has highest number of female literates that is 128 and Odisha has lowest 34. Goa has highest number of diploma holders that is 50 and Bihar Madhya Pradesh, Tripura and West Bengal have lowest number of diploma holders, only 2 per 1000. Delhi has highest number of female graduates and Bihar has 11 female graduates per 1000. Pudhucherry has 46 post graduate females per thousand and Daman and Diu has none again a surprising fact.

A REMARK ABOUT DATA ON INTRICATE LEVEL:

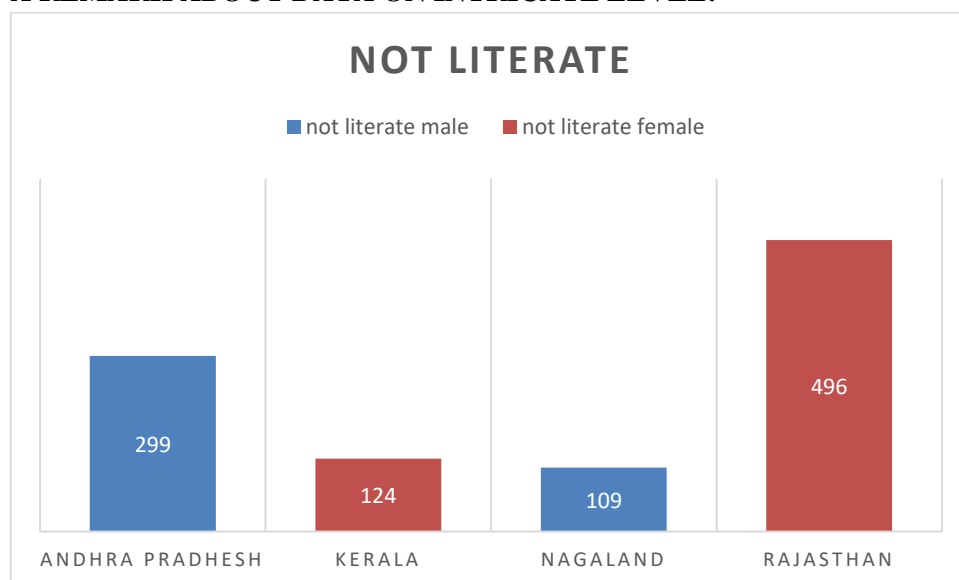


Fig2.

Source: Author's computation based on NSSO 71st round

Considering gender as a social construct the variable of not literate male and females shows that Rajasthan which has been seen as gender biased state(Rajasthan

Development Report,2006) also has highest number of females who are not literate. It must be mentioned here that Andhra Pradesh has maximum number of illiterate males. Minimum number of illiterate females are present in Kerala a society where culture gives equal preference to female.

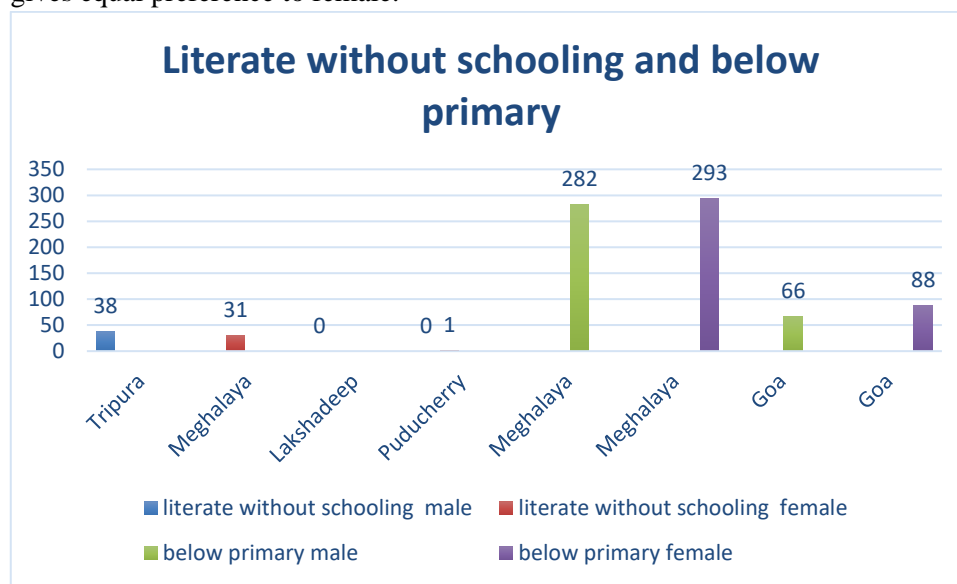


Fig3.

Source: Author's computation based on NSSO 71st round

The variables literate without school and below primary literacy are two variables that are contradicting and simultaneously interlinked. Literate without schooling implies that one has learned to sign from society/culture. Below primary education that one has is low level of education but is a drop out of school this could be due to either economic or social reasons. When it comes to literate without schooling in case of male and female literacy both north eastern states Tripura and Meghalaya have highest number it looks like as a variable both are culturally contributing to at least making one low educated. Maximum number of school dropouts again come from north eastern state showing the need to make citizens enter the school and not drop out a big task indeed. Indeed North Eastern India have done a wonderful job of educating and reducing gender gap (De, 2004) but retaining these students in school is an important task that has be done because primary education and earnings are positively correlated(Mazumdar and Sarkar, 2008).

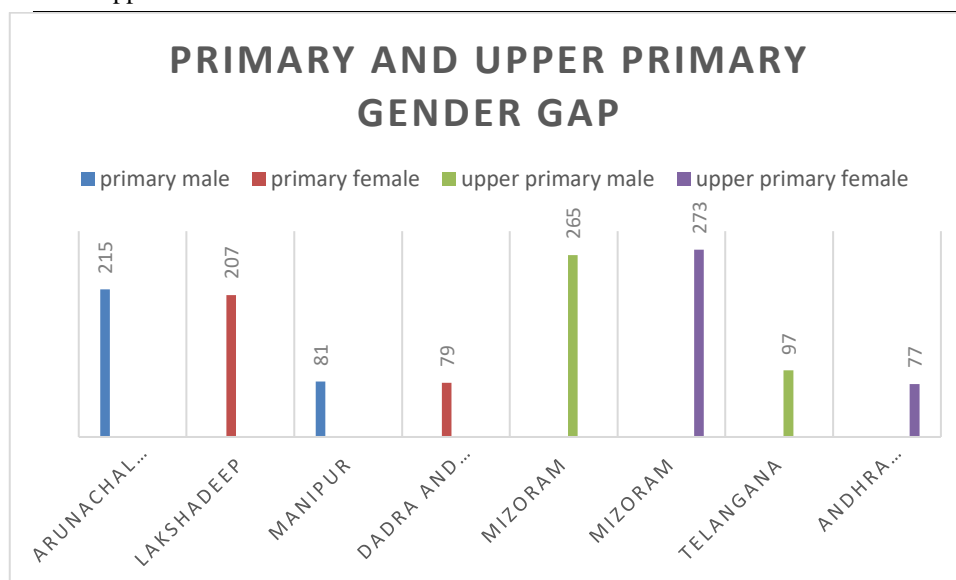


Fig4.

Source: Author's computation based on NSSO 71st round

The literate people who are having access to primary education are maximum in Arunachal Pradesh in males and in Lakshadweep in Females. Mizoram is a state which has highest number of male and female in upper primary level. Females are ahead of males in upper primary level. An achievement that is to be praised for north eastern state. Upper primary education which has minimum number of males and females in same region of southern India. This indicates a disparity when same part of the country is considered. There is difference of 20 in gender gap with respect to minimum number of both gender students from same region. A need for policy attention in this southern part of India not only for gender equality but also for upper primary education.

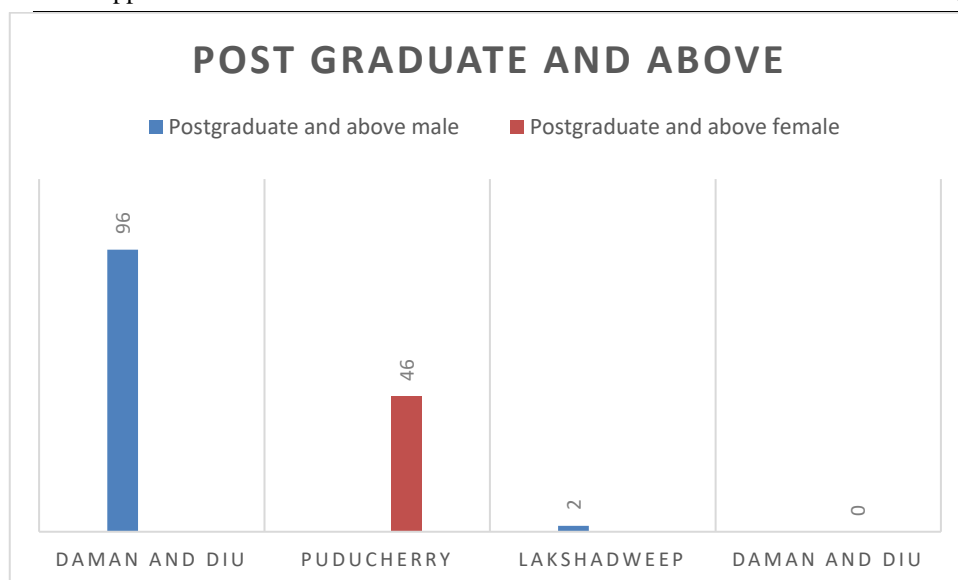


Fig5

Source: Author's computation based on NSSO 71st round

The government college in Daman is not post graduate after 50 yrs. Diu too came to have its first college in 2013 how come the U.T has maximum number of male postgraduates is surprising indeed. Daman & Diu has no postgraduate female from selected sample again contrasting figures. U.T are performing extraordinary indeed or there is discrepancy of how data is collected.

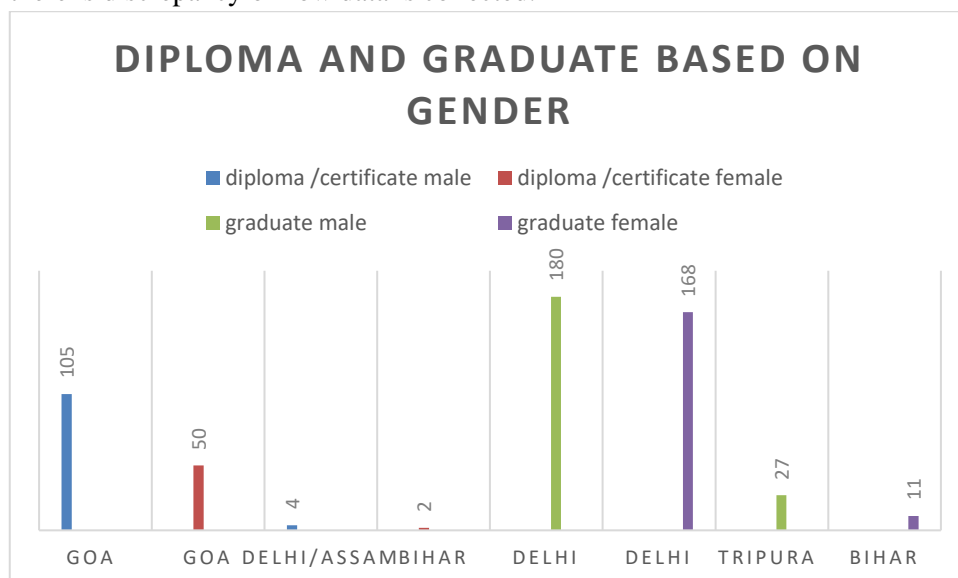


Fig6

Source: Author's computation based on NSSO 71st round

Goa has highest number of diploma and certificate holder in both the genders but the gender gap is quite evident in the particular diploma and certificate courses. Delhi has maximum number of graduates in both the genders and females are not much behind.

Suggestions:

1.Data at upper primary level could have been made more precise that is more explicit in nature upper primary could have been broken further in 6th to 8th standard and then to 9th standard this could have made data more appropriate for researchers who are researching on why people don't complete education up to secondary for meta data level which could be obtained from raw data of NSSO.

2.The North-Eastern states have performed better in terms of gender equality but that does not mean that completed level of education is high in this region India.

3.Goa has outperformed other parts of India in higher education, Daman & Diu having highest number of post graduates is a surprise but Delhi having highest number of graduates does not seem to surprise.

CONCLUSION: The analysis of different states of India based on comparative analysis not only the gender disparity present but also the cultural constraints that have kept females behind males. Goa, Delhi sets example for India and certainly that is evident from the information provided here. North Eastern states especially Meghalaya have highest number primary educated both males and females. Up to upper primary level North Eastern states sets example for rest of India. There are issues in data collected but the sampling technique that is stratified sampling with PPSWOR but issues are related to ground level collection of data. These are issues related field work being done.

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Appendix

Per 1000 distribution of persons by completed level of education for each state/UT

Female

State	not literat	literate w	below pri	primary	upper pri	secondary	higher sec	diploma /	graduate	post gradu
Andhra Pr	450	5	127	155	77	98	40	5	30	11
Arunachal	333	22	174	127	151	85	50	33	25	1
Assam	239	13	186	203	174	99	54	4	23	4
Bihar	484	10	208	111	84	57	32	2	11	1
Chattisgar	413	7	177	150	129	58	38	4	18	7
Delhi	194	12	116	118	101	118	126	4	168	42
Goa	231	5	88	135	198	171	49	50	62	11
Gujarat	341	3	168	163	120	89	53	7	45	13
Haryana	372	4	148	109	108	108	65	15	51	19
Himachal	260	9	125	154	101	142	118	12	51	29
Jammu an	403	4	175	90	129	94	58	7	31	9
Jharkhand	451	16	171	119	112	64	34	4	24	5
Karnataka	350	12	151	124	115	125	63	12	37	11
Kerala	124	6	157	147	192	136	108	40	70	20
Madhya P	442	6	145	152	121	56	39	2	25	12
Maharash	292	9	141	129	148	123	72	15	59	11
Manipur	234	7	121	125	176	166	91	7	68	4
Meghalay	159	17	293	203	142	89	61	3	29	7
Mizoram	136	6	180	201	273	108	54	9	30	3
Nagaland	127	3	173	133	160	164	147	2	87	5
Odisha	366	8	180	137	161	79	34	4	28	3
Punjab	308	4	127	147	116	135	88	7	45	23
Rajasthan	496	4	156	123	92	53	37	4	21	14
Sikkim	136	29	273	158	183	105	51	7	50	7
Tamil Nad	314	2	138	135	146	99	77	14	54	22
Telangana	443	6	111	111	81	127	68	3	37	13
Tripura	227	27	219	204	222	54	17	2	26	2
Uttar Prad	456	8	159	115	97	59	54	4	33	15
Uttarakha	285	17	142	154	134	121	87	3	39	19
West Beng	311	16	163	186	145	83	48	2	37	10
Andaman	218	12	122	159	205	109	67	33	74	0
Chandigar	177	31	111	109	98	155	128	13	143	36
Dadra and	407	5	150	79	162	44	53	30	64	5
Daman an	216	7	177	84	92	228	76	12	110	0
Lakshadee	166	4	182	207	146	144	110	3	23	15
Puducheri	237	1	151	116	133	104	91	17	104	46

Per 1000 distribution of persons by completed level of education (female)
Source: NSSO 71st round report

Per 1000 distribution of persons by completed level of education for each state/UT
male

State	not literat	literate w	below pri	primary	upper pri	secondary	higher sec	diploma /	graduate	post gradu
Andhra Pr	299	3	153	164	101	122	60	18	59	20
Arunachal	270	16	137	141	156	95	82	40	53	8
Assam	173	17	180	215	178	114	73	4	40	5
Bihar	325	11	209	140	119	99	53	7	33	3
Chattisgar	244	12	201	156	164	98	76	7	30	12
Delhi	140	6	137	123	107	135	128	4	180	40
Goa	140	10	66	164	191	167	86	105	51	19
Gujarat	198	5	173	158	170	124	78	23	55	16
Haryana	226	5	148	137	127	135	109	22	64	26
Himachal	126	9	130	150	131	198	144	28	57	29
Jammu an	223	17	169	127	188	139	72	5	43	17
Jharkhand	283	16	188	140	151	110	53	7	45	6
Karnataka	240	11	156	124	133	148	73	27	75	13
Kerala	106	10	151	134	214	166	91	50	62	16
Madhya P	267	6	160	180	163	82	70	6	48	19
Maharash	175	11	160	128	160	143	103	23	73	23
Manipur	160	8	138	81	171	174	127	12	120	9
Meghalay	135	9	282	197	171	93	65	4	38	6
Mizoram	111	1	178	189	265	117	64	9	55	9
Nagaland	109	3	122	146	152	171	111	11	168	7
Odisha	229	8	200	135	207	101	48	16	47	7
Punjab	213	2	146	150	131	163	108	14	56	16
Rajasthan	277	5	179	144	159	89	69	11	45	21
Sikkim	128	26	228	172	192	105	64	7	72	7
Tamil Nad	192	3	140	158	162	127	78	40	75	25
Telangana	293	7	127	119	97	150	99	9	76	23
Tripura	153	38	222	202	215	83	50	5	27	5
Uttar Prad	292	9	184	129	143	93	72	7	52	17
Uttarakha	174	7	146	135	144	148	133	6	78	29
West Beng	221	15	179	202	155	88	61	9	59	12
Andaman	174	9	117	177	207	108	106	51	45	7
Chandigar	111	29	86	105	181	120	148	32	153	35
Dadra and	292	10	121	162	121	102	35	68	58	32
Daman an	195	7	129	88	199	131	86	32	36	96
Lakshadee	159	0	137	136	211	203	62	29	61	2
Puducheri	112	0	167	127	190	103	89	41	126	45

Per 1000 distribution of persons by completed level of education (male)
Source: NSSO 71st round report

Completed Level of education Male					
-----+-----					
Not literate	36	199.0278	65.5624	106	325
Literate	36	10.02778	8.001736	0	38
Below primary	36	159.6111	40.4837	66	282
Primary	36	148.1944	30.4451	81	215
Upper primary	36	164.6111	36.7379	97	265
-----+-----					
Secondary	36	126.2222	32.32081	82	203
Higher secondary	36	84.05556	28.07128	35	148
Diploma	36	21.91667	21.44944	4	105
Graduate	36	67.08333	37.01612	27	180
Postgraduate	36	18.94444	17.01587	2	96
Completed Level Of Education Female					
Variable	Obs	Mean	Std. Dev.	Min	Max
-----+-----					
Not literate	36	299.9444	113.294	124	496
Literate	36	9.916667	7.605919	1	31
Below primary	36	160.6944	41.28771	88	293
Primary	36	140.8889	34.12563	79	207
Upper primary	36	139.5556	43.60763	77	273
-----+-----					
Secondary	36	106.9167	40.5409	44	228
Higher secondary	36	67.72222	30.86247	17	147
Diploma	36	10.97222	11.83092	2	50
Graduate	36	51.16667	34.70982	11	168
Post graduate	36	12.91667	11.65792	0	46

IMPACT OF RELIGIOUS VALUE AND SOCIAL VALUE (PERSONALITY NEEDS VARIABLES) ON COLLEGE YOUTH

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ABSTRACT

The aim of the present study was to see the impact of religious value and social value on college youth which was conducted in Madhubani and Darbhanga districts of Bihar (India). The sample consisted of 300 college youth (200male &100 female). Tripathi Personal Preference Schedule (1973)and Personal Data Sheet has been developed by research scholar was use on each of the college youth studying class B. A. were selected randomly. The age range of the college youth was 19–20 years with mean age of 19.6 years. Having a collected the data through the questionnaire schedule. The results revealed that college youth of religious value were significantly difference at .01 level of confidence in the extreme high (N = 25) and the extreme low (N = 25) groups based on Heterosexuality and social value were significant differences at .05 level of confidence in the extreme high (N = 25) and the extreme low (N 25) groups based on Order. Otherwise, other personality need variables i.e.heterosexuality, achievement, deference, autonomy, change, endurance and succorance were not significant at .05 and 0.01 level of confidence.

Key Words: Religious Value, Social Value.

Introduction

Value is an integral part of personality which gets its expression in vocational preferences; it creates a response disposition which has a definite influence on vocational choice. People tend to choose such vocation which they believe will enable them to realize the values as something desirable such as love, kindness, quietness, contentment, fun, honesty, decency, relaxation and simplicity. Milton Rokeach (1973) defines value as an enduring belief that a specific mode of conduct or end-state of existence is personality or socially preferable to an opposite or converse mode or conduct to end-state of existence. From the above discussion, it is clear that value is an enduring belief which plays a vital role in the guiding our actions, attitudes, judgment etc. Keeping into consideration the above discussion regarding the meaning of the value, we adhere to Allport, Vernon &Lindzey (1960) approach which is based on springer's intuitively derived typology. According to Allport, it is very easy to place a person in a particular values category depending on the relative prominence of the six values – I. Theoretical II. Economic, III. Aesthetic IV. Social V. Political and VI. Religious.

The religious values and social values which are examined in this study – Religious values are ethical principles founded in religious traditions, texts and beliefs. Religious value is one of the most prominent and wide reaching social institutions, touching and shaping virtually every sphere of culture and society. Approximately 84% of the world's populations are affiliated with a religious (Pew Research Centre, 2017.). While there are many who believe that religion has a strong influence of personality development. Uncovering the complex relationship between religiosity and values may provide a better understanding of what it means to be religious or non-religious. The article reviews research on a values and religiosity across cultural and religious groups. Although religious groups differ in the importance they attribute to different values, the pattern of correlations between religiosity and values is strikingly consistent across monotheistic religions. Persons more committed to religion attribute relatively high importance to values expressing motivation to avoid uncertainty and change to relatively low importance to values expressing motivations to follow one's hedonistic desires, or to be independent in thought and action.

The social value which are examined in this study while the reasons for the lack of attention to value in social psychological research are varied and complexes, a major reason probably derives from the concern of psychologists to be scientific, and from the subsequent difficulties of applying rigorous, objective methods, and measurement to the study of value. Social values are mainly the development of a better understanding of how, and to what extent, values govern cognition, volition, custom, affection and behavior. Social values are a set of moral principles defined by the society dynamics, institutions, traditions and cultural beliefs. These values are implicit guidelines that provide orientation to individuals and corporates to conduct them properly within a social system. In particular social psychologists and sociologists view values as central to choice behavior (Handy, 1970; Rescher, 1969) and to interpersonal conflicts (Kodf, 1957; Rose, 1955). The assumption here is that in any choice or decision situation, values are the implicit criterion which choices and decisions are based (Rescher, 1969).

Aims and objective of the present study

Aims and objective of the study, as well as its methodological dimensions are as follows the study had been proposed to ascertain the effects of structural and functional dimensions are as follows the study had been proposed to ascertain the religious value and social values which are examined in this study. The college youth (male and female) was considered as independent variables and social value were considered as dependent variables In this context following hypothesis were formulated :

1. There would be no significant difference in the extreme high and the extreme low group of college youth on religious value based on –I. Heterosexuality II. Achievement III. Deference IV. Order V. Change and VI. Endurance.
2. There would be no significant difference in the extreme high and the extreme low group of college youth on social value based on –I. Heterosexuality II. Achievement III. Deference IV. Order V. Autonomy and VI. Succorance.

Definition of the variable:

1. **Religious Value:** Religious values are ethical principles founded in religious traditions, texts and beliefs.
2. **Social Value:** Social values are a set of moral principles defined by the society dynamics, institutions, traditions and cultural beliefs.

Methodology :

Sample

The sample comprised 50 youth (extreme high and extreme low) of heterosexuality, 50 youth (extreme high and extreme low) of achievement, 50 youth (extreme high and extreme low) of deference, 50 youth (extreme high and extreme low) of order, 50 youth (extreme high and extreme low) of change and autonomy and 50 youth (extreme high and extreme low) of endurance and succorance. Thus, altogether 300 students (200 male and 100 female) studying in class B. A. were selected randomly which was conducted in Madhubani and Darbhanga districts of Bihar (India). The age range of student was 19-20 years with mean age of 19.6 years.

Tools used :

1. Personal data sheet has been developed by research scholar.
2. Tripathi Personal Preference Schedule (1973)

Result & Interpretation:

Occupational choice is an expression of value orientation. An individual prefers such occupation in which he thinks that his needs and values would find greater satisfaction. The present study was aimed at studying the values which govern the occupational choice and it was also intended to study the motivational constraints which lead to the development of different value orientation. In order to study the differences between the high and the low groups of two values namely, Religious and Social values with regard to t-ratio. The result is given in below -

1. Religious Value:

Table -1.1

Differences between the extreme high and extreme low group of religious value with regard to Heterosexuality.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	13.70	2.50	.51			
				1.00	48	3.52**
Extreme low	10.18	4.22	.86			

** Significant at .01 level of confidence

Interpretation

Although Religious value was found to be significantly related with heterosexuality, the extreme high (N = 25) and the extreme low (N = 25) groups of religious value differed significantly with regard to Heterosexuality ($t = 3.52$, $df = 48$, $P < .01$). Thus, the above two group of religious value are significant with regard to Heterosexuality. Hence, the null hypothesis is rejected. Therefore, there is significant difference between the Mean score of extreme high group ($M = 13.70$) the mean score of extreme low group ($M = 10.18$).

Table -1.2

Differences between the extreme high and extreme low group of religious value with regard to Achievement.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	12.66	2.58	.53			
				.88	48	.45ns
Extreme low	13.06	3.46	.71			

ns Not significant at .05 level of confidence

Interpretation

Table 1.2 indicates that the extreme high (N = 25) and the extreme low (N = 25) groups of religious value do not differ significantly with regard to Achievement ($t = .45$, $df = 48$, $P > .05$). Since religious value and Achievement are not significantly related, it is concluded that Achievement does not have any bearing on religious value-orientation. Therefore, there is no significant difference between the mean score of extreme high (12.66) and extreme low (13.06) with Heterosexuality. Hence, the null hypothesis is accepted.

Table -1.3

Differences between the extreme high and extreme low group of religious value with regard to Deference.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	12.18	2.16	.44			
				.89	48	1.7ns
Extreme low	10.66	3.82	.78			

ns Not significant at .05 level of confidence

Interpretation

Table 1.3 shows that the two groups, namely the extreme high (N = 25) and the extreme low (N = 25) groups of religious value do not differ significantly with regard to Deference ($t = 1.71$, $df = 48$, $P > .05$). Since religious value and Deference are not significantly related, it is concluded that Deference does not have any bearing on religious value-orientation. Therefore, there is no significant difference between the mean score of extreme high (12.18) and extreme low (10.66) with Deference. Hence, the null hypothesis is accepted.

Table -1.4

Differences between the extreme high and extreme low group of religious value with regard to Order.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	12.90	2.04	.42			
				.98	48	1.55ns
Extreme low	14.42	4.56	.89			

ns Not significant at .05 level of confidence

Interpretation

Table 1.4 indicates that the extreme high (N = 25) and the extreme low (N = 25) groups of religious value do not differ significantly with regard to Order ($t = 1.55$, $df = 48$, $P > .05$). Since religious value and Order are not significantly related, it is concluded that Order does not have any bearing on religious value-orientation.

Therefore, there is no significant difference between the mean score of extreme high (12.90) and extreme low (14.42) with Order. Hence, the null hypothesis is accepted.

Table -1.5

Differences between the extreme high and extreme low group of religious value with regard to Change.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	11.86	2.10	.43			
				.81	48	.10ns
Extreme low	13.06	3.46	.71			

ns Not significant at .05 level of confidence

Interpretation

It is obvious from table 1.5 that the extreme high (N = 25) and the extreme low (N = 25) groups of religious value do not differ significantly with regard to Change ($t = .10$, $df = 48$, $P > .05$). The finding indicate that there is neither any significant relationship between religion value and Change nor the extreme high and extreme low groups of religious value differ significantly from one another with regard to Change. Therefore, there is no significant difference between the mean score of extreme high (11.86) and extreme low (13.06) with Change. Hence, the null hypothesis is accepted.

Table -1.6

Differences between the extreme high and extreme low group of religious value with regard to Endurance.

Group	Mean	SD	SEm	SD diff.	Df	t-ratio
Extreme high	12.74	2.70	.55			
				.79	48	1.11
Extreme low	13.06	2.78	.57			

ns Not significant at .05 level of confidence

Interpretation

It is observed from table - 1.6 that the extreme high (N = 25) and the extreme low (N = 25) groups of religious value do not differ significantly with regard to Endurance ($t = .45$, $df = 48$, $P > .05$). Since religious value and Endurance are not significantly related, it is concluded that Endurance does not have any bearing on religious value-orientation. Therefore, there is no significant difference between the mean score of extreme high (12.74) and extreme low (13.06) with Endurance. Hence, the null hypothesis is accepted.

2. Social Value:

Table -2.1

Differences between the extreme high and extreme low group of social value with regard to Heterosexuality.

Group	Mean	SD	SEm	SD diff.	df	t-ratio
Extreme high	12.42	2.96	.60			
				.90	48	1.00ns
Extreme low	11.52	3.54	.68			

ns Not significant at .05 level of confidence

Interpretation

As it is obvious from the table – 2.1 that indicates the extreme high (N = 25) and the extreme low (N = 25) group of social value differed not significantly with regard to Heterosexuality ($N = 50$, $t = 1.00$, $df = 48$, $P > .05$). Thus neither any significant relationship exists between social value and Heterosexuality nor does the extreme high group of social value differ from the extreme low group of social value with respect to Heterosexuality. Therefore, there is no significant difference between the mean score of extreme high (12.42) and extreme low (11.52) with Heterosexuality. Hence, the null hypothesis is accepted.

Table -2.2

Differences between the extreme high and extreme low group of social value with regard to Achievement.

Group	Mean	SD	SEm	SD diff.	df	t-ratio
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Extreme high	14.18	2.80	.57			
				.82	48	1.27ns
Extreme low	13.14	2.93	.60			

ns Not significant at .05 level of confidence.

Interpretation

Although social value was not found to bear significant relationship with achievement, the extreme high (N = 25) and the extreme low (N = 25) groups of social value differed significantly with regards to Achievement (N = 50, $t = 1.27$, $df = 48$, $P > .05$). Thus neither any significant relationship exists between social value and Achievement nor does the extreme high group of social value differ from the extreme low group of social value with respect to Achievement. Therefore, there is no significant difference between the mean score of extreme high (14.18) and extreme low (13.14) with confidence. Hence, the null hypothesis is accepted.

Table -2.3

Differences between the extreme high and extreme low group of social value with regard to Deference.

Group	Mean	SD	SEm	SD diff.	df	t-ratio
Extreme high	13.70	2.82	.58			
				.80	48	1.40ns
Extreme low	12.58	2.68	.55			

ns Not significant at .05 level of confidence

Interpretation

It is observed from table -2.3 that the extreme high (N = 25) and the extreme low (N = 25) groups of social value do not differ significantly with regards to Deference (N = 50, $t = 1.40$, $df = 48$, $P > .05$). Thus neither any significant relationship exists between social value and deference nor does the extreme high group of social value differ from the extreme low group of social value with respect to Deference. Hence, the null hypothesis is accepted. Therefore, there is no significant difference between the mean score of extreme high (13.70) and extreme low (12.58) with confidence.

Table – 2.4

Differences between the extreme high and extreme low group of social value with regard to Order.

Group	Mean	SD	SEm	SD diff.	df	t-ratio
Extreme high	12.10	3.00	.61			
				.99	48	2.18 *
Extreme low	12.26	3.80	.78			

* Significant at .05 level of confidence

Interpretation

Although social value was found to be significantly related with order, the extreme high (N = 25) and the extreme low (N = 25) groups of social value differed significantly with regard to Order (N = 50, $t = 2.18$, $df = 48$, $P < .05$). Hence, the null hypothesis is rejected. Therefore, there is significant difference between the Mean score of extreme high group (M = 12.10) the mean score of extreme low group (M = 12.26).

Table – 2.5

Differences between the extreme high and extreme low group of social value with regard to Autonomy.

Group	Mean	SD	SEm	SD diff.	df	t-ratio
Extreme high	12.50	2.88	.59			
				.75	48	1.28ns
Extreme low	11.54	2.26	.46			

ns Not Significant at .05 level of confidence

Interpretation

At it is observed from table –2.5 the extreme high (N = 25) and the extreme low (N = 25) groups of social values do not differ significantly with regard to Autonomy (N = 50, $t = 1.28$, $df = 48$, $P > .05$). The two groups are almost identical as far as autonomy is concerned.Hence, the null hypothesis is accepted. Therefore, there is

no significant difference between the mean score of extreme high (12.50) and extreme low (11.54) with Autonomy.

Table – 2.6

Differences between the extreme high and extreme low group of social value with regard to Succorance..

Group	Mean	SD	SEm	SD diff.	df	t-ratio
Extreme high	13.06	2.44	.50			
				.82	48	.68ns
Extreme low	12.26	3.80	.78			

ns Not Significant at .05 level of confidence

Interpretation

A look of Table – 2.6 reveals that the extreme high (N = 25) and the extreme low (N = 25) groups of social value do not differ significantly with regard to their scores on Succorance (N = 50, $t = .68$, $df = 48$, $P > .05$). Thus, it can be concluded that the two groups are not significantly differed rather they are identical. Therefore, there is no significant difference between the mean score of extreme high (13.06) and extreme low (12.26) with Succorance. Hence, the null hypothesis is accepted.

Conclusion:

As is obvious from the present study was undertaken with a view to exploring the contribution of different manifest needs, as measured through the Tripathi Personal preference Schedule, in shaping different value-orientation. In the light of relevant literature, the following hypothesis with regret the different variables were formulated.

1. That the Religious orientation would be not significant or negatively related with Heterosexuality, Achievement, Deference, Order, Change, and Endurance. That the order motivational constraints namely Achievement, Deference, Change and Endurance would show insignificant contribution in religious value, it was concluded that only Heterosexuality (manifest need) was shows significant bearing on religious value orientation.
2. That the Social orientation would be not significant or negatively related with Heterosexuality, Achievement, Deference, Order, Autonomy and Succorance.

That the order motivational constraints namely, heterosexuality, achievement, deference, autonomy and succorance would show not significant contribution in social value, it was concluded that only Achievement (motivational constraint) was shows significant bearing on social value orientation.

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